MANITOBA

KINDERGARTEN ASSESSMENT

ENGLISH LANGUAGE, FRENCH IMMERSION AND

HERITAGE LANGUAGE PROGRAMS

1985

GENERAL REPORT

Manitoba
Education

MANITOBA KINDERGARTEN ASSESSMENT 1985

ENGLISH LANGUAGE, FRENCH IMMERSION AND

HERITAGE LANGUAGE PROGRAMS

GENERAL REPORT

A REPORT OF THE

CURRICULUM DEVELOPMENT AND IMPLEMENTATION BRANCH

MANITOBA EDUCATION

PREFACE

The General Report is the second of three reports on the Findings of the Kindergarten Assessment: English Language, French Immersion and Heritage Language Program 1985. It contains a description of classroom observations, and reports on teacher and principal interviews. The report contains recommendations that are based upon teacher and principal opinions and upon the judgment of the Technical Advisory Committee as they reviewed the data collected and considered their knowledge of early years education. Teachers and school administrators are encouraged to review the recommendations for applicability to their kindergarten programs.

There are two companion studies in this kindergarten assessment. This one, which includes the English language, French Immersion and Heritage language programs and one which describes and interprets the Franco-Manitoban kindergarten program.

The General Report will be distributed to school division offices, to teacher and trustee organizations, and to the universities. The Technical Report, containing data tables, will be kept on file at the Department and will be given, on request, to interested individuals or organizations. A Summary Report has been developed and will have the same distribution and, in addition, will be distributed to all kindergarten teachers and principals of public schools in the province.

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- the contractors, Anne Deines and Dr. Hermann Duchesne, who gave professional assistance to all aspects of the assessment and Annette Boland-Willms who assisted the contractors for the month of August, 1985;

- the Joint Committee on Evaluation that provided guidance throughout the program;

- the Kindergarten Technical Advisory Committee that advised on instrument development and analysis of data;

- the Observer/Interviewer Team of early years' professionals that assisted in the review of the instruments and conducted the classroom observations and interviews with kindergarten teachers and their principals;

- the editorial consultants who gave advice in the report-writing stage;

- the school administrators and kindergarten teachers who were involved in the pilot stages of instrument development; and

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CHAPTER I

BACKGROUND TO THE ASSESSMENT

Steps in the Assessment Program

The Kindergarten Assessment Program is part of the overall Manitoba Curriculum Assessment Program as recommended by the Joint Committee on Evaluation and approved by the Minister of Education.

Following the selection of kindergarten as an area for assessment, a Kindergarten Technical Advisory Committee (TAC) and a contract team were established to assist in the actual production of assessment instruments and reporting of data.

The TAC consisted of Early Years' professionals selected from different school divisions in the Province and faculty members from Brandon University and Collège de St.Boniface. Consultants from Manitoba Education and the contractors served as advisors to this Committee. One person from the Assessment Section of the Curriculum Development and Implementation Branch served as Chairperson of the TAC. A second group of Early Years' professionals assisted in the assessment by conducting classroom observations and teacher and principal interviews. This group divided into teams of two people each and were called Observer/Interviewer teams. A team of two Early Years' professionals, one from a school division and the other from the University of Manitoba, assisted in the project by acting as editorial consultants and reviewed drafts of kindergarten reports for clarity and completeness of the messages.

The major steps involved in the Assessment Program are outlined below:

Step One: Proposal and Ministerial Announcement

In the spring of 1984 the Joint Committee on Evaluation submitted a proposal to the Minister of Education recommending an assessment of early childhood education at the kindergarten level. The Minister approved the proposal and on November 7, 1984 announced that a province-wide assessment of kindergarten programs would be conducted.

Step Two: Assessment Model

The contractors prepared a proposed model for this assessment. The model included a rationale for the study, the assessment framework and research methodology. This model was reviewed and modified by the Department consultants and the Technical Advisory Committee. It was decided at this juncture to observe kindergarten classes in action for half a day and to interview both the teacher and the school principal of these kindergarten classes.

Step Three: Instrument Development

An observation checklist, a kindergarten teacher interview and principal interview questionnaires were developed by the contractors based upon input from the Technical Advisory Committee and Manitoba Education consultants. These checklists and interview instruments were reviewed and refined and then prepared for pilot testing.

Step Four: Observer/Interviewer Training and Pilot Testing

Manitoba Education consultants and the contractors held a three-day training period for the personnel on the Observer/Interviewer teams. During this period, team members arranged visits to kindergarten classrooms and piloted the 25-page Observation Checklists. They made observations within the classrooms and discussed the project and the instruments in detail with the classroom teachers. Later, the teams participated in a debriefing session with the Technical Advisory Committee. Certain changes and refinements were made to the instruments following the debriefing.

Step Five: Classroom Observations and Interviews

The Observer/Interviewer teams visited schools in the last two weeks of May. The two people in each team observed each classroom visited for a half day. This was followed by an extensive interview with the kindergarten teacher by one team member and a shorter interview with the school principal by the other team member.

The classroom physical environment, practices and activities, curricula in use, cultural diversity, evaluation, related services and supports, the use of paraprofessionals, and the role of the teacher were important considerations in the data gathering during the observations and interviews.

Step Six: Report Writing

Three reports were developed for this study. The first is called the Manitoba Kindergarten Assessment 1985: English Language, French Immersion, and Heritage Language Programs Technical Report. This report includes the basic data, expressed in frequencies and percents.

Data on items from the different instruments that relate to the same topic have been placed together. For example, the observation checklists report on space allotments within the kindergarten classroom while the teacher interview questionnaire reports on the teacher's perception of the adequacy of the space allotments. Both of these sets of data are placed in proximity in the Report.

The second report (this report) is the Manitoba Kindergarten Assessment 1985: English Language, French Immersion, and Heritage Language Programs General Report. It includes the findings and recommendations of the assessment. Analyses were made on the basic data depicted in the Technical Report.

The third report is called Manitoba Kindergarten Assessment English Language, French Immersion, and Heritage Languages 1985: Summary Report. It comprises a brief summary of the assessment along with recommendations for improvement.

Step Seven: Report Distribution

The Technical and General reports will be distributed to superintendents of school divisions, libraries, universities, and Manitoba Education and, on request, to those interested.

The Summary Report will be distributed to all kindergarten teachers, elementary school principals and related school and division personnel, as well as to libraries, universities, and Manitoba Education.

Provincial Sample

There were two companion studies involved in the overall kindergarten assessment. The population for one study consisted of all English language, French Immersion and Heritage language kindergarten classrooms while the other consisted of all kindergarten classrooms in Franco-Manitoban schools. The populations were stratified into urban and rural strata. Ten percent of English language, French Immersion, and Heritage language classrooms was selected from each stratum for the one sample while 50% of kindergarten classrooms in the Franco-Manitoban study was selected for the sample in that study. Fifty percent was selected in this sample because of the relatively small number of Franco-Manitoban kindergarten classrooms in the province. These two companion studies are reported completely separately. Each study will produce a Technical Report, a General Report, and a Summary Report. Both sets of reports will appear in Canada's two official languages.

Development of Recommendations

Educators were invited to become members of the Technical Advisory Committee because of their knowledge and expertise in early childhood education. Recommendations arose from a synthesis of observation and interview data along with the knowledge base of the Committee. The recommendations are presented at the end of each chapter in this Report.

CHAPTER 2

PHYSICAL ENVIRONMENT

2.1 INTRODUCTION

This chapter describes and assesses aspects of the physical environment and includes:

2.2 Classroom Environment
2.3 Room Decoration
2.4 School Facilities
2.5 Outdoor Recreational Facilities
2.6 Fixtures
2.7 Storage
2.8 Furniture
2.9 Large Equipment; Appliances
2.10 Supplies, Materials, and Equipment
Summary and Recommendations

2.2 CLASSROOM ENVIRONMENT

During the visitations, the Observer Teams recorded information and interviewed teachers about various classroom characteristics including type of classroom, size, location, arrangement of space, floor coverings, sound absorption, lighting, ventilation, heating, safety equipment, and general repair. [TR2.1]*

2.2.1 Types and Sizes of Classrooms

Types of Classrooms. Seventy-one percent of kindergartens were located in single classrooms, 27% occupied double classrooms, and 2% used portable cottages. Most kindergartens (86%) were on ground floor level. [TR2.1]

Sizes of Classrooms. Average wall-to-wall classroom area was 95 square metres. About a third of classrooms were less than 80 square metres. [TR2.1]

Classroom Size and Geographic Location. Most of the larger classrooms were located in urban rather than rural areas. Seventy-six percent of classrooms of more than 100 square metres were located in urban areas, as were 86% of double classrooms. Forty-six percent of urban classrooms were more than 100 square metres, compared to only 17% of rural classrooms.

Adequacy of Classroom Space. Many kindergarten teachers expressed dissatisfaction with the amount of classroom space available to them. Forty-five percent said they had neither enough classroom space, nor enough space for large group activities, while 49% said they did not have enough space for setting up activity centres. [TR2.1]

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*Throughout this report references are made to the appropriate tables in the Technical Report. For example, [TR2.1] refers to the Technical Report, Table 2.1.

In analyzing the responses of teachers, it was anticipated by the Technical Advisory Committee that those with large classrooms would be more satisfied with their amount of space than those with small classrooms. Cross tabulations showed this to be true. Whereas 92% of teachers with double classrooms said they had enough space, only 41% of those with single classrooms or portable classrooms concurred. Similarly, the vast majority (88%) of teachers with more than 100 square metres indicated they had enough space. Only 38% of those with 100 square metres or less expressed this opinion.

Because the amount of classroom space was larger in urban than rural areas, one might expect that rural teachers would be less satisfied with the sizes of their classrooms than urban teachers. This was true to some extent. Only 42% of rural teachers indicated they had enough classroom space, compared to 67% of urban teachers.

It was also expected that a teacher's satisfaction with the amount of space might be related to the classroom enrollment: small classrooms might be more acceptable if enrollments were small than if they were large. This, however, did not prove to be the case. Teachers with small enrollments were as dissatisfied with small classrooms as were those with large enrollments.

2.2.2. Allocation of Classroom Space

Types of Activity Areas. In each kindergarten the observers were asked to estimate the proportion of space set up as:

1) activity-based learning centres (both individual and small group);
2) large group activity areas; and
3) convertible areas (used for both individual and group activities). [TR2.1]

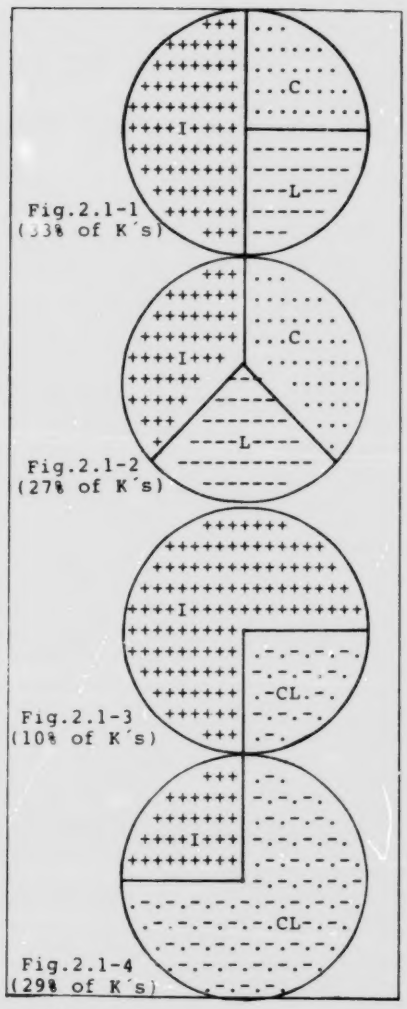
In most kindergartens more space was allocated to activity centres than to large group or convertible areas. On average, 40% of kindergarten space was apportioned to activity centres; 28% was allotted to large group activities; and 32% took the form of convertible areas.

Approximately one-third of kindergartens allocated about half their space to activity centres. In most of these instances, the other half was divided approximately equally between large group areas and convertible areas. (Figure 2.1-1)

In 27% of kindergartens space was apportioned approximately equally among activity centres, large group areas, and convertible areas. (Figure 2.1-2)

There were a few kindergartens (10%) in which approximately three-quarters of the space was allocated to activity centres. The other quarter was used as a large group area and/or a convertible area. (Figure 2.1-3)

In 29% of kindergartens approximately one-quarter of the space was allocated to activity centres. The other three-quarters was allotted to large group areas and/or convertible areas. (Figure 2.1-4)



KEY:
Activity Centre Areas (I)+++
Large Group Areas (L)---
Convertible Areas (C)...
Large Gp./Convertible(CL).-.

Figure 2.1: Allocation of Classroom Space

Allocation of Space and Area of Classroom. There was a tendency for a larger percentage of the total space to be set aside for individual activities in large classrooms than in small ones. In classrooms of more than 100 square metres, an average of 45% of space was allotted to individual activities, compared to 39% for classrooms of 100 Square metres or less. Similarly, on average, 45% of double classroom space went to individual activities, compared to an average of 35% in single classroom.

Allocation of Space and Enrollment. In general, the greater the classroom enrollment, the more the space allocated to individual activities. Figure 2.2 shows that the proportion of individual activity space increased from 36% for classrooms of 12 students to 45% for classrooms of 27 or more.

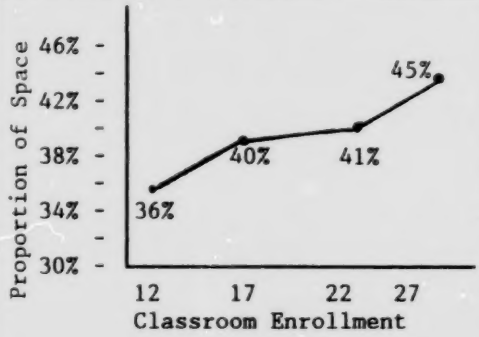


Figure 2.2
Proportion of Space Allocated to Activity Centres, by Classroom Enrollment

Allocation of Space and Geographic Location. In urban kindergartens, a larger percentage of the total space was apportioned for individual activities than in rural kindergartens. Individual activity areas accounted for 45% of urban classroom space compared to 36% of rural classroom space. Of the classrooms with less than 20% of space allocated to activity centres, 86% were located in rural areas.

2.2.3 Classroom Physical Conditions

Almost all kindergarten classrooms had tiled areas. Sixty percent were satisfied with the amount of tiled area. Similarly, almost all reported that they had carpeted areas within their classrooms and 60% were satisfied with the area allocated to carpeting.

Three-quarters of teachers were satisfied with the sound absorbing qualities of the classroom walls and ceilings. Lighting was reported to be adequate by most teachers. Lighting was supplied by fluorescent lighting and outside windows. Only 61% of teachers reported that students were able to see directly out. Three-fifths of teachers said they satisfied with heating and ventilation. Twelve percent of teachers stated that their classrooms contained a fire extinguisher and 10% reported the availability within the classrooms of a first aid kit.

2.3 ROOM DECORATION

The Observer Teams were trained to assess whether the room decorations were visually and educationally stimulating. Observers also assessed the extent to which decorations made use of children's work, commercial materials, and teacher produced materials. [TR2.2]

The majority of classrooms were judged by the observers to be visually stimulating and educationally stimulating. A small proportion lacked visual appeal, and nearly one-quarter seemed unimaginative. [TR2.2]

Children's work was used a a great deal in 22% of kindergartens, a moderate amount in 39% and very little in 37%. On average kindergartens made moderately greater use of commercial materials and teacher produced materials than of children's work. Commercial materials were used a great deal in 20% of classrooms, a moderate amount in 55%, and very little in 24%. Teacher produced materials were used a great deal in 27% of classrooms, a moderate amount in 39%, and very little in 31%. (Fig. 2.3) [TR2.2]

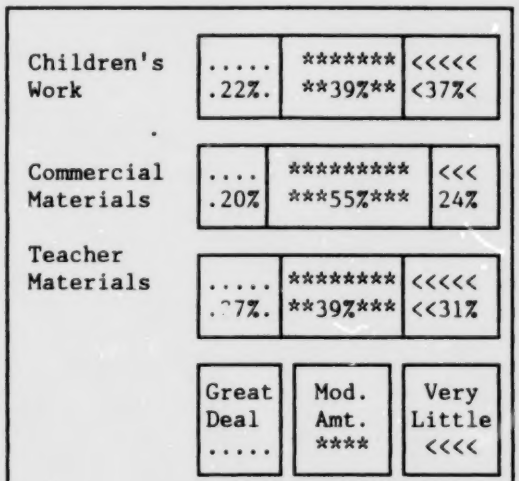


Figure 2.3
Extent to Which Different Types of Materials Were Displayed in Classrooms

2.4 SCHOOL FACILITIES

The observations of the physical environment included noting the various school facilities, and interviewing the teacher about the kindergarten's access to the facilities. [TR2.3]

2.4.1 Specialty Rooms

The vast majority of schools in which kindergartens were located were equipped with gymnasiums (94%) and libraries (92%). Close to 71% had music rooms. Sixteen percent of schools were equipped with playrooms for physical activities; this included the 4% that did not have gymnasiums. [TR2.3]

Not all kindergartens had access to the school's facilities, or chose to use them. In total, gymnasiums were not available to, or not used by,

8% of kindergartens. Libraries were not available to, or not used by, 18% of kindergartens. More than half of kindergartens (55%) had either no music room (27%), no access to the music room (18%), or chose not to use the music room (10%). [TR2.3]

2.4.2 Bathroom Facilities

Fifty-nine percent of kindergartens had bathroom facilities that were located within the kindergarten area, while 29% had nearby facilities and 12% had distant facilities. Regardless of the location of the bathroom facilities, in all kindergartens children were permitted to use the facilities as needed. [TR2.3]

Most teachers (80%) reported that current arrangements were satisfactory. Twenty percent, however, would prefer closer facilities. [TR2.3]

In 80% of cases sinks and toilets were at children's level. In the remaining 20%, these were higher than children's level. [TR2.3]

2.4.3 Entrance/Exit Facilities

Twenty-nine percent of kindergartens had their own outside entrance; 49% shared an entrance with other primary children; 12% shared an entrance with the entire school; and 10% had some other sharing arrangement, (e.g., sharing with nursery). [TR2.3]

The majority of teachers (86%) expressed satisfaction with the location of doors. Some (14%) indicated there were problems such as crowding, distance from kindergarten room, distance from bus, and exit onto the street. [TR2.3]

The observers found that approximately half the outside entrance doors were not easily opened by kindergarten children. [TR2.3]

2.5 OUTDOOR RECREATIONAL FACILITIES

Type and Location of Recreational Area. All kindergartens had access to an outdoor recreational area. More than half (57%) shared the outdoor area with the entire school, while 31% shared with other primary grades. Only 8% of kindergartens had their own, exclusive outdoor area. [TR2.4]

In 14% of schools the recreational area was adjacent to the kindergarten, or "extended," with the kindergarten having its own exit to the area. Most (71%) of these extended recreational areas were fenced. [TR2.4]

Much more common than extended recreational areas were areas located relatively close to the kindergarten, but not adjacent to it. Fifty-seven percent of kindergartens fell into this category. About two-thirds of these nearby recreational areas were fenced; one-third were not. [TR2.4]

Quite a large number (30%) of recreational areas were located a distance from the kindergarten. Two-thirds of these distant areas were fenced; one third were open. [TR2.4]

Playground Equipment. Most outdoor recreational areas (90%) contained some type of playground equipment, the most common being slides (78% of playgrounds), metal climbing structures (59% of playgrounds), swings and teeter-totters (57% of playgrounds), and wooden towers (55% of playgrounds). [TR2.4]

Teachers' Assessments. About three-quarters of teachers indicated that outdoor recreational facilities were satisfactory. A quarter said that current arrangements could be improved. [TR2.4] Teachers' concerns centered more around sharing the playground with other students than with the location or size of the area. Three-quarters of those who indicated that arrangements were unsatisfactory shared the playground with the entire school, and indicated they would prefer a separate area. The actual distance of the playground from the kindergarten bore no relationship to teachers' satisfaction with arrangements. Among the dissatisfied group 17% had extended areas, 41% had nearby areas, and 41% had distant areas.

Lack of sufficient space for outdoor recreational and physical activities was not identified by teachers as a problem. Ninety-six percent said they had enough outdoor space. [TR2.4]

2.6 FIXTURES

The Observer Teams were asked to measure, count, or describe various items in the classroom including bulletin boards, display areas, chalkboards, chart stands, electrical outlets, sinks, drinking fountains, and portable dividers. Teachers were asked whether they had enough of each item, and whether the items were in good condition. [TR2.5]

2.6.1 Bulletin Boards and Display Space

Quantity

Fixed Bulletin Boards. There was considerable variation among kindergartens in bulletin board and display space. Fixed bulletin boards ranged from less than six square metres to more than 19 square metres. On average, kindergartens had 13.3 square metres of fixed bulletin boards. [TR2.5]

Fixed bulletin boards were judged by teachers to be in good condition in all but 4% of the kindergartens where they existed. [TR2.5:8]

Moveable Bulletin Boards. Thirty-nine percent of kindergartens were equipped with moveable bulletin boards, three quarters of which were one to three metres in length. [TR2.5]

Ninety-five percent of teachers that had moveable bulletin boards indicated that these were in good condition. [TR2.5]

Wall Surfaces. The majority of kindergartens used wall surface areas for display purposes, in addition to bulletin boards. On average, kindergartens used 9.7 square metres of wall surfaces for display purposes. About a third used 1-6 square metres, and a third used 7-18 square metres. A number of kindergartens (18%) made extensive use of wall surfaces, using 19 or more square metres. [TR2.5]

Combined Space. Total combined display space in kindergartens (fixed and moveable bulletin boards and wall surface display areas) averaged about 24 square metres. Forty-one percent of kindergartens had between 19 and 27 square metres of display space, 27% had less than 19 square metres, and 31% had more than 27 square metres. [TR2.5]

In general, the fewer the fixed bulletin boards that teachers had, the more they used wall surfaces for displays. (Figure 2.4)

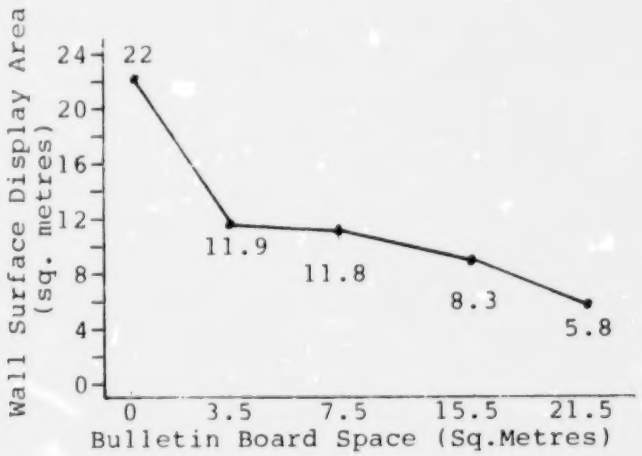


Figure 2.4: Wall Surface Display Area, by Bulletin Board Area

Quality

The majority of teachers with fixed bulletin boards (96%) and moveable bulletin boards (95%) described these as being in good condition. [TR2.5]

Sufficiency

Fixed Bulletin Boards. Two-thirds of teachers said they had enough fixed bulletin boards. One-third said they would like to have more. [TR2.5]

There was a relationship between the extent to which teachers displayed children's work and their perceptions about the sufficiency of bulletin boards. Teachers who displayed children's work a great deal tended to say they did not have enough bulletin boards more so than teachers who displayed children's work moderately or very little. The more that teachers displayed children's work, the higher the proportion that said they did not have enough bulletin boards. (Figure 2.5). This was true regardless of the actual amount of bulletin board space teachers had.

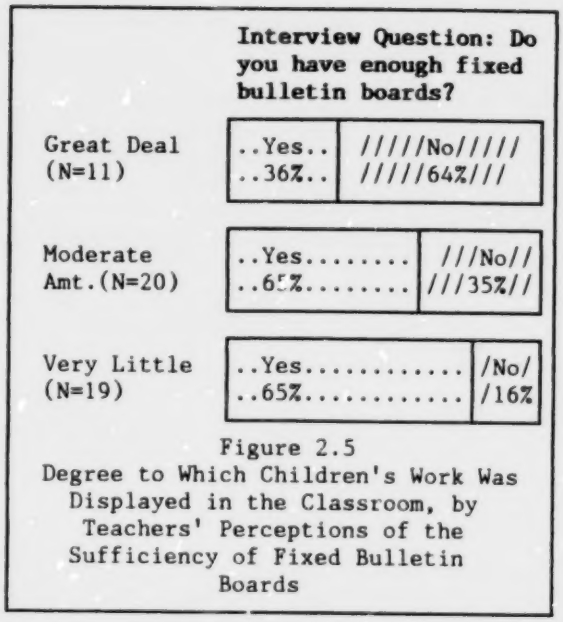


Figure 2.5
Degree to Which Children's Work Was Displayed in the Classroom, by Teachers' Perceptions of the Sufficiency of Fixed Bulletin Boards

Moveable Bulletin Boards. Eighty-five percent of teachers with moveable bulletin boards said they had enough, while 15% said they did not. Among teachers who did not have any moveable bulletin boards, 48% stated they would like to have some, about a third (35%) said they did not need any, and the remainder (16%) said they were uncertain. [TR2.5]

2.6.2 Chalkboards

Fixed Chalkboards. Eighty percent of kindergartens were equipped with fixed chalkboards, averaging approximately 3.3 metres in length. Ninety percent of teachers with fixed chalkboards indicated that these were in good condition. Fixed chalkboards were not a priority item among teachers. Only 18% said they would like to have more. [TR2.5]

Moveable Chalkboards. Close to half of all kindergartens (45%) were equipped with adult-size moveable chalkboards. Average length of these was 2.6 metres. The majority of teachers with moveable chalkboards (78%) indicated these were in good condition. [TR2.5]

Nearly one-third (31%) of teachers said they did not have enough moveable chalkboards. This included 22% of those with moveable chalkboards (N=23), and 39% of those with no moveable chalkboards [TR2.5]

2.6.3 Chart stands

Two-thirds of kindergartens were equipped with multi-purpose chart stands on which the teacher could write or display materials. The majority of teachers (77%) said they had enough chart stands. This included 85% of those with chart stands and 35% of those with no chart stands. [TR2:5]

2.6.4 Electrical Outlets

The Observer Teams recorded considerable variation in the number of electrical outlets in kindergarten classrooms. Ten percent had one double outlet; 25% had two; 22% had three; 29% had four or five; and 12% had six or more. The average number of double outlets per classroom was 3.3. Most teachers (92%) reported their electrical outlets were in good repair. However, more than a third (37%) stated they did not have enough electrical outlets. This included most of the teachers with one or two electrical outlets (78%), but only a few of the teachers with three or more outlets (16%) [TR2.5]

The observers noted that in 20% of cases none of the electrical outlets were conveniently located. In 67% of classrooms, at least some were convenient, while in 4% the observers were unable to make a judgment about this. [TR2.5]

2.6.5 Utility Sinks

Three-quarters of classrooms (76%) were equipped with utility sinks, while one-quarter had none. Utility sinks were, according to teachers, in good condition in 97% of cases. [TR2.5]

One-third of teachers indicated they did not have enough utility sinks. This included 92% of the teachers who had no sink and 27% of the teachers that had one sink. [TR2.5]

2.6.6 Drinking Fountains

A third of all kindergartens were equipped with in-class drinking fountains; two-thirds were not. Ninety-four percent of in-class fountains were at children's level and were in good condition, according to teachers. [TR2.5]

About half of the teachers without fountains said they would like to have one. Only a few of these classrooms were equipped with paper cups for children to get drinks. In most cases children used a fountain in the hallway. [TR2.5]

2.6.7 Dividers

Twenty-nine percent of kindergartens made use of portable dividers for partitioning activity areas. Of these, about a third had one divider, a third had two, and a third had three. Dividers were judged by teachers to be in good condition in 86% of cases. [TR2.5]

In response to the question, "Do you have enough portable dividers?" 51% of teachers said yes, and 49% said no. Responses of "not enough" were given by 61% of teachers with no dividers; 17% of teachers with one divider; and 44% of teachers with two or three dividers. [TR2.5]

Teachers' assessments of the sufficiency of dividers were generally in line with assessments made by the Observer Teams. Observers indicated there were enough dividers or moveable shelves to partition activity areas in 57% of kindergartens, and not enough in 43%. [TR2.5]

2.7 STORAGE

Observers recorded information and interviewed teachers about the amount of storage space for teacher's use, shelving and carts for holding and storing materials and equipment, and storage space and facilities for children's use. [TR2.6]

2.7.1 Teacher's Closets and Desks

Fifty-five percent of all kindergartens had closets or small rooms for the teacher's use. Forty-five percent had none. Closets ranged in size from less than one square metre to more than seven square metres. Half were two square metres or less, while the average size was 2.7 square metres. [TR2.6]

Most (90%) kindergartens were equipped with desks for the teachers. These were judged to be in good condition by all but two teachers. A few teachers (8%) indicated they did not have enough desks. Of these, half had no desks, and half shared desks with other teachers. [TR2.6]

2.7.2 Shelving

Fixed Shelving. There was considerable variation among kindergartens in amounts of shelving. A few kindergartens (2%) had no fixed shelves; 18% had 1-20 metres, 37% had 21-40 metres; 24% had 41-60 metres; and 20% had 61 metres or more. [TR2.6]

Ninety-four percent of kindergarten teachers with fixed shelving indicated that their shelves were in good repair. Observers noted that in most classrooms shelves were located at children's height. There were only two instances in which the observers made specific note that shelving was not accessible to children. [TR2.6]

Moveable Shelving. In addition to fixed shelving, most kindergartens (90%) were equipped with one or more moveable shelf units. Forty-three percent had one or two units; (24%) had three, four, or five units; and 24% had six or more units. The overall average was 3.3. units. [TR2.6]

Moveable shelf units were judged to be in good condition in 91% of cases. [TR2.6]

2.7.3 Carts

In general, kindergartens relied more on shelving for the holding and storing of materials and equipment than on carts. Sixty-one percent of kindergartens had no carts; 22% had one cart; 12% had two or three carts; and 6% had four or five carts. Where they existed carts were judged to be in good condition by 96% of teachers. (TR2.6]

2.7.4 Sufficiency of Storage Facilities

The observation instruments and teacher interview schedules contained several questions on the sufficiency of various types of storage facilities. Responses, summarized below, indicate that storage facilities were less than adequate in at least half of kindergartens.

1. Observers assessed that 53% of kindergarten teachers did not have enough storage space. [TR2.6]

2. Sixty-three percent of teachers said they did not have enough storage space. [TR2.6]

3. Forty-five percent of teachers said they did not have enough fixed shelving. The criterion of "enough" fixed shelving for a kindergarten fell somewhere between 21 and 60 metres. Twenty metres or less was clearly too little, with 90% of this group stating that they did not have enough. At the other extreme, 61 metres or more was clearly enough, with 100% of this group saying they had enough. In the middle range, there was no clear indication of what "enough" was. Fifty-eight percent of those with 21-40 metres said they had enough, and 50% of those with 41-60 metres said they had enough. [TR2.6]

4. More than half (57%) of teachers stated they did not have enough moveable shelf units. Eighty percent of teachers with no moveable shelf units and 55% of teachers with one or two units said they did not have enough. Only 31% of those with three to six units said they did not have enough, while no one with more than six units gave this response.

   Teachers' perceptions of the sufficiency of moveable shelf units was not related to the amount of fixed shelving they had. Those with insufficient moveable shelves had an average of 38 metres of fixed shelving, approximately the same as the average of 39 metres for those who said they had enough moveable shelf units.

5. Forty-one percent of teachers said they did not have enough carts for holding and storing equipment. Most of these (76%) did not have any carts. Generally, the desire for more carts increased as the number of existing carts decreased. Fifty-one percent of those with no carts said they did not have enough, compared to 23% of those with one or two carts, and 0% of those with three or more carts. [TR2.6]

6. Observers judged that 57% of kindergartens did not have enough carts and shelves for holding and storing materials and equipment. [TR2.6]

2.7.5 Storage: Children's Use

Hooks. The majority of kindergartens had sufficient hooks for children's clothing. Seventy-seven percent of teachers said they had enough clothes hooks. This was confirmed by information provided by the observers which indicated that in 82% of kindergartens there was at least one hook for each child in the class. Shortages existed in 18 to 24% of kindergartens. [TR2.6]

In most kindergartens clothes hooks were in good repair (84%), and were installed at children's level (88%). [TR2.6]

Storage Compartments, Cupboards, or Lockers. Nearly half of kindergartens (47%) had either no storage cupboards, compartments or lockers for children's use (27%), or insufficient cupboards, compartments or lockers for children's use (20%). This applied to 70% of rural kindergartens, but only 29% of urban kindergartens. [TR2.6]

Existing compartments, cupboards, and lockers were judged to be in good condition by 86% of teachers. Observers noted that these were easily accessible in 89% of cases. [TR2.6]

2.8 FURNITURE

Through the observations and teacher interviews data were collected on the quantity, sufficiency, and condition of classroom furniture, including child-size tables and chairs, desks, and display tables. [TR2.7]

Tables. On average, kindergartens had 9.25 child-size tables. In three-quarters of kindergartens all tables were non-stacking. only (76%). In a quarter all or most of the tables were stacking. More than 90% of teachers said their tables were in good condition, while 82% said they had enough. [TR2.7]

Chairs. Kindergartens showed considerable variation in the number of chairs. Fourteen percent had 20 chairs or less; 29% had 21-25 chairs; 25% had 26-30 chairs; and 32% had more than 30 chairs. Average number of chairs was 27. [TR2.7]

Most child-size chairs were stacking rather than non-stacking. In about half of kindergartens all chairs were stacking. In the other half most chairs were stacking, while a few were non-stacking. In 2% of kindergartens all chairs were non-stacking. [TR2.7]

The majority of teachers described the condition of stacking chairs (94%) and non-stacking chairs (89%) as good. Ninety-eight percent of teachers said they had enough child-size chairs. (TR2.7]

Desks. Desks were found in 27% of kindergartens. In most cases, there were only a few desks (from one to five). [TR2.7]

Display Tables. Forty-one percent of kindergartens had no display tables; 27% had one; and 32% had two or more. Ninety percent of teachers with display tables indicated these were in good condition. [TR2.7]

Nearly one-third of teachers indicated they did not have enough display tables. This included 48% of those with no display tables, and 20%of those with display tables. [TR2.7]

General Assessment. Observers reported that in 90% of kindergartens the furniture was light, sturdy, and in good condition. Eighty percent of classrooms could be rearranged easily to open up large areas for physical activities. [TR2.7]

2.9 LARGE EQUIPMENT: APPLIANCES

The Observer Teams used a checklist to record information on appliances. Teachers were interviewed about the sufficiency and condition of each item. They were also asked whether the item was used mainly by the children alone, mainly by the teacher with the children, or a combination of both.

The majority of kindergartens had access to stoves (88%) and refrigerators (96%). Approximately a quarter had access to washers (27%) and dryers (29%). Nearly all schools with washers and dryers were located in rural areas (79%). [TR2.8]

Rarely were appliances located in classrooms. Only 4% of kindergarten classrooms were equipped with stoves and refrigerators. (TR8.1.1]

Most appliances were in good condition. This applied to 87% of stoves; 96% of refrigerators; 100% of washers; and 87% of dryers. [TR2.8]

The majority of teachers (78%) indicated they had enough stoves. Twenty-two percent said the supply of stoves was insufficient. This included 100% of those who did not have access to a stove plus 11% of those who had access to a stove but found it inadequate. [TR2.8]

The supply of refrigerators was adequate in 88% of kindergartens. Twelve percent of teachers said they did not have enough. This included 100% of those with no access to a refrigerator, plus 4% of teachers who had access access but found it inadequate. [TR2.8]

Washers and dryers were not a priority item among kindergarten teachers who lacked them. Of these only 14% specifically indicated they would like to have a washer, while 17% said a dryer would be useful.

Most frequently, appliances were used "mainly by teachers". This applied to 73% of schools with stoves; 63% of schools with refrigerators; 84% of schools with washers; and 85% of schools with dryers. (Percentages exclude a small number of instances in which appliances were present in schools but teachers did not identify the main user.) (Figure 2.6)

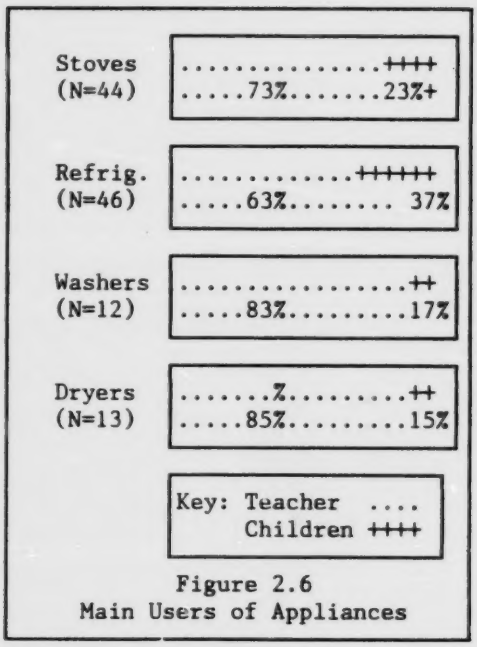


Figure 2.6
Main Users of Appliances

2.10 SUPPLIES, MATERIALS, AND EQUIPMENT

Checklists were used by the observer teams to record whether kindergartens were equipped with a variety of educational materials and equipment. Teachers were asked to assess whether the quantity of each item was sufficient, and whether the items were in good condition. Table 2.1 summarizes this information.

TABLE 2.1
MATERIALS AND EQUIPMENT

MATERIALS AND EQUIPMENT	OBSERVATIONS: % of K's in Which Item Was Observed	TEACHER INTERVIEWS: % of K's in Which Quantity Was Sufficient	TEACHER INTERVIEWS: % of K's in Which Item Was in Good Condition
ARTS AND CRAFTS			
1. Artwork Construction	96%	90%	94%
2. Painting and Drawing	98	86	96
3. Modelling Materials	75	88	71
4. Non-Creative Colouring	41	75	41
COOKING/FOOD PREPARATION			
1. Stove	4(88%)*	78	77
2. Utensils, Dishes	45	39	33
3. Ingredients	18	41	18
CONCEPTUAL MATERIALS			
1. Sorting/Classifying	73	67	73
2. Clocks, Magnets, Scales, Measuring Instruments	41	51	41
3. Puzzles	xx		
4. Educational Games	88	61	76
PERCEPTUAL MOTOR MATERIALS			
1. Large Manipulatives	86	67	73
2. Small Manipulatives	98	76	90
SANDPLAY			
1. Sandboxes	86	82	67
2. Sand (wet and/or dry)	82	67	78
3. Sand Substitutes	10	31	10
4. Pipes, Sieves, Containers	59	59	47
5. Small Sandtoys	67	59	43
WATERPLAY TABLES/EQUIPMENT	53	67	45
SMALL ANIMALS AND FISH			
1. Small Animals/Equipment	10	33	10
2. Fish/Equipment	10	29	10
WOODWORKING/CARPENTRY	34	43	31
NATURAL MATERIALS (e.g., seeds, plants)	59	73	57
PLAY MATERIALS			
1. Playhouse/Equipment	94	73	65
2. Dress Up Materials	82	61	59
3. Store and Equipment	33	49	22
4. Vehicles - Trucks	76	49	59
5. Riding Toys	12	27	8

*Percentages in parentheses include all kindergartens that have access to the equipment, either in-class or elsewhere. Percentages outside of parentheses refer to in-class equipment.

TABLE 2.1, Continued MATERIALS AND EQUIPMENT

MATERIALS AND EQUIPMENT	OBSERVATIONS % of K's in Which Item Was Observed	TEACHER INTERVIEWS % of K's in Which Quantity Was Sufficient	TEACHER INTERVIEWS % of K's in Which Item Was in Good Condition
PUPPETS	57%	65%	41%
Puppet Theatre	31	57	27
REST MATERIALS			
1. Rocking/Comfortable Chair	37	33	27
2. Cushions, Mats	47	43	43
MUSIC			
1. Rhythm Instruments	45(92%)	76	80
2. Piano	41(80%)	76	75
3. Other Inst. (Teacher)	16(36%)	29	31
COMPUTERS/SOFTWARE			
1. Computers	14(92%)	67	80
2. Software	8(90%)	53	80
PHYSICAL EDUCATION			
1. Perceptual/Motor	4(75%)	61	71
2. Balls/Tossing	31(96%)	80	86
3. Mini-gym	6(28%)	27	25
4. Large Equipment	4(92%)	84	92
5. Tunnel	8(24%)	24	24
6. Games Equipment	12(88%)	75	82
7. Wall Climbing Unit	2(75%)	65	67
LISTENING EQUIPMENT			
1. Listening Sets	51(80%)	75	76
2. Record Players/	94(100%)	94	90
3. Tape Decks	75(100%)	92	88
4. Records, Tapes	80%	67	67
VIEWING EQUIPMENT			
1. Television Monitors	6(90%)	84	86
2. VCR Receivers	2(78%)	73	73
3. VCR Cameras	(51%)	51	49
4. Filmstrip Projectors	14(94%)	88	94
5. Slide Projectors	2(82%)	75	82
6. Movie Projectors	6(100%)	92	92
7. Overhead Projectors	8(92%)	84	90
8. Screen/Projection Area	39(96%)	90	90
9. Viewing Materials	16%	41	14
PAPER AND PENCIL MATERIALS			
1. Perceptual Motor	59%	86	59
2. Math/Conceptual	73	94	73
3. Printing, Storywriting	75	94	73
Total Paper and Pencil	88		
LANGUAGE DEVELOPMENT MATERIALS			
1. Storybooks, picture books	100%	75%	88%

SUMMARY AND RECOMMENDATIONS

CLASSROOM ENVIRONMENT

Seventy-one percent of kindergartens occupied single classrooms; 27% occupied double classrooms, and 2% used portable cottages.

Eighty-six percent of kindergartens were on ground floor level.

Average wall-to-wall classroom area was 95 square metres. A third of kindergartens were less than 80 square metres.

Larger, double classrooms were found more frequently in urban areas than in rural areas.

Nearly half of all kindergarten teachers found the amount of classroom space inadequate.

On average, kindergartens allocated 40% of classroom space to activity centres, 28% to large-group-activity areas, and 32% to convertible areas. There was a tendency for activity centres to be given a larger proportion of space in larger classrooms, in classrooms with larger enrollments, and in urban areas.

RECOMMENDATIONS

- THE PROVISION OF DOUBLE CLASSROOMS FOR KINDERGARTEN AREAS SHOULD BE ENCOURAGED AS ONE WAY OF PROVIDING ADEQUATE SPACE IN EXISTING FACILITIES (1).
- NEW FACILITIES SHOULD BE AT LEAST 95 SQUARE METRES, EXCLUDING STORAGE SPACE, REGARDLESS OF ENROLLMENT (2).
- KINDERGARTEN ROOMS SHOULD ALLOW FOR A VARIETY OF ACTIVITY CENTRES (3).
- KINDERGARTEN ROOMS SHOULD HAVE BOTH TILED AREAS AND CARPETED AREAS. AN ACCEPTABLE RATIO OF TILE TO CARPETED AREA WOULD BE APPROXIMATELY 50:50 (4).

ROOM DECORATION

The room decorations in the majority of kindergartens were visually stimulating (86%) and educationally stimulating (73%).

Only 22% of kindergartens used children's work to a great extent in the room decorations. Commercial materials were used to a great extent in 20% of classrooms, and teacher-produced materials were used to a great extent in 27% of classrooms. The way in which children's work is displayed affects their attitudes toward the creative and written work of themselves and others.

RECOMMENDATIONS

- THE MAJOR EMPHASIS IN ROOM DECORATIONS SHOULD BE ON CHILDREN'S WORK RATHER THAN COMMERCIAL OR TEACHER'S WORK. (5).

SCHOOL FACILITIES

Most schools were equipped with gymnasiums (94%), and libraries (92%).

More than half of kindergartens (55%) either had no music room in the school (27%), no access to the music room (18%), or chose not to use the music room (10%).

Current bathroom facilities were satisfactory in 80% of kindergartens.

Entrance/exit facilities were acceptably located in 86% of kindergartens. However, about half the outside entrance doors were not easily opened by kindergarten children.

RECOMMENDATIONS

- IN THE PLANNING OF NEW FACILITIES, BATHROOMS SHOULD BE LOCATED WITHIN THE KINDERGARTEN AREA (6).
- IN THE PLANNING OF NEW FACILITIES, THERE SHOULD BE A SEPARATE OUTSIDE ENTRANCE FOR KINDERGARTEN STUDENTS, LOCATED NEAR THE OUTDOOR RECREATIONAL AREA (7).
- DOOR HANDLES SHOULD BE AT CHILDREN'S LEVEL AND DOORS SHOULD BE EASILY OPENED BY CHILDREN. IN EXISTING FACILITIES, THE SAFETY AND READY ACCESSIBILITY OF DOORS SHOULD BE EXAMINED AND, IF REQUIRED, THE NECESSARY ALTERATIONS MADE (8).
- KINDERGARTEN TEACHERS SHOULD HAVE ACCESS TO THE SPECIAL FACILITIES OF THE SCHOOL, SUCH AS THE GYMNASIUM, MUSIC ROOM OR LIBRARY, AND THE SAME OPPORTUNITY AS OTHER TEACHERS TO USE THEM (9).

OUTDOOR RECREATIONAL FACILITIES

All kindergartens had access to an outdoor recreational area, although nearly a third of these were located some distance from the kindergarten. Only 8% of kindergartens had their own exclusive outdoor area. Playground equipment included slides, metal climbing structures, swings and teeter-totters, and such wooden structures as towers. Three-quarters of teachers indicated that outdoor recreational facilities were satisfactory.

RECOMMENDATIONS

- THERE SHOULD BE AN OUTDOOR PLAYGROUND AREA LOCATED NEAR THE KINDERGARTEN (10).

- THE PLAYGROUND SHOULD BE EQUIPPED WITH FIXED AND MOBILE OUTDOOR RECREATIONAL EQUIPMENT THAT IS SAFE AND APPROPRIATE FOR EARLY SCHOOL YEARS CHILDREN (11).

FIXTURES

The amount of bulletin board and display space varied greatly among kindergartens. On average, kindergartens had 13 square metres of fixed bulletin boards, 1 square metre of moveable bulletin boards, and used 9.7 square metres of wall surface for display purposes. Total display area averaged 24 square metres.

In general, the fewer the fixed bulletin boards that teachers had, the more they used wall surfaces for display purposes.

One-third of teachers indicated they did not have enough fixed bulletin boards. Greatest dissatisfaction came from teachers who displayed children's work a great deal.

Thirty-nine percent of kindergartens had moveable bulletin boards. Nearly half the teachers with no moveable bulletin boards would like to have some.

Eighty percent of kindergartens were equipped with fixed chalkboards, averaging about 4 metres in length. Fixed chalkboards were not a priority item among teachers, with only 18% saying they could use more.

Moveable chalkboards were located in 45% of classrooms. Nearly a third of teachers said they would like to have more moveable chalkboards.

Two-thirds of kindergartens were equipped with chart stands which were in good condition. Most teachers (77%) indicated they had enough chart stands.

The number of electrical outlets varied from one to more than six. The average number of double outlets was 3.3 per classroom. Most teachers with one or two outlets indicated they did not have enough.

In 20% of kindergartens none of the electrical outlets were conveniently located.

Three-quarters of classrooms were equipped with utility sinks, which were in good condition. One-third of teachers indicated they did not have enough utility sinks.

A third of kindergartens had in-class drinking fountains. Most were installed at children's level and were in good condition. Half the teachers with no fountain said they would like to have one. Only 18% of classrooms without fountains were equipped with paper cups for children to get drinks.

Twenty-nine percent of kindergartens made use of portable dividers for partitioning activity areas. Nearly half of teachers and observers indicated that there were not enough dividers or moveable shelves to partition activity areas.

RECOMMENDATIONS

- KINDERGARTENS SHOULD HAVE BOTH FIXED AND MOVEABLE BULLETIN BOARD SPACE AT CHILDREN'S HEIGHT. THERE SHOULD BE ENOUGH BULLETIN BOARDS TO ALLOW TEACHERS TO DISPLAY SOME OF EACH CHILD'S WORK AT ALL TIMES (12).
- THERE SHOULD BE MORE FIXED BULLETIN BOARDS THAN CHALKBOARDS (13).
- KINDERGARTENS SHOULD HAVE AT LEAST FOUR CONVENIENTLY LOCATED DOUBLE ELECTRICAL OUTLETS IN EACH CLASSROOM (14).
- KINDERGARTENS SHOULD HAVE SUFFICIENT DIVIDERS, AT CHILDREN'S HEIGHT, TO PROVIDE FLEXIBILITY IN THE USE OF SPACE AS WELL AS THE DESIGNATION OF AREAS FOR ACTIVITY CENTRES. (THIS CAN INCLUDE PORTABLE DIVIDERS, MOVEABLE CHALKBOARDS, OR MOVEABLE BULLETIN BOARDS) (15).

STORAGE

Storage facilities were inadequate in at least half of kindergartens.

Fifty-five percent of kindergartens had closets or small rooms for teachers' use.

On average, kindergartens had 38 metres of fixed shelves and 3.4 moveable shelf units.

Kindergartens relied more on shelving for holding and storing equipment and materials than carts. Sixty-one percent of kindergartens had no carts.

Generally, storage facilities were in good condition.

The majority of kindergartens had sufficient hooks for children's clothing. Shortages existed in 18% to 24% of kindergartens.

Nearly half of kindergartens had insufficient storage compartments, cupboards, or lockers for children's use.

RECOMMENDATIONS

- STORAGE FACILITIES SUCH AS SHELVING, MOVEABLE STORAGE CARTS, AND STORAGE ROOMS SHOULD BE A PRIORITY IN ORDER TO ACCOMMODATE THE VARIETY OF MATERIALS AND EQUIPMENT REQUIRED BY A KINDERGARTEN CLASS (16).

- A STORAGE ROOM SHOULD BE LOCATED ADJACENT TO THE KINDERGARTEN ROOM TO ACCOMMODATE MATERIALS AND EQUIPMENT THAT ARE USED ON A ROTATING BASIS (17).

- THERE SHOULD BE AN AREA IN OR NEAR THE CLASSROOM IN WHICH EACH CHILD HAS ROOM FOR PERSONAL BELONGINGS. HOOKS ARE PREFERABLE TO HANGERS (18).

FURNITURE

On average, kindergartens had 9.25 child-size tables and 27 child-size chairs. Tables were mainly non-stacking, while chairs were mainly stacking. The quality and quantity of both tables and chairs were deemed adequate in most cases.

Display tables were not common items in kindergartens. Only 32% had two or more. Nearly one-third of teachers indicated they did not have enough display tables.

In 90% of kindergartens furniture was light, sturdy, and in good condition. Eighty percent of classrooms could be rearranged easily to open up large areas for physical activities.

RECOMMENDATIONS

- IN FURNISHING KINDERGARTENS, TABLES AND CHAIRS SHOULD BE USED RATHER THAN DESKS (19).

- DESIGNATED SEATING ARRANGEMENTS SHOULD NOT BE USED IN THE KINDERGARTEN (20).

LARGE EQUIPMENT: APPLIANCES

The majority of kindergartens had access to stoves (88%) and refrigerators (96%), although these were rarely located in kindergarten classrooms.

RECOMMENDATIONS

- KINDERGARTENS SHOULD HAVE ACCESS TO STOVES AND REFRIGERATORS (21).

- STOVES SHOULD BE LOCATED IN AN AREA IN WHICH THERE IS AMPLE ROOM FOR ALL CHILDREN TO PARTICIPATE IN COOKING EXPERIENCES (22).

SUPPLIES, MATERIALS, AND EQUIPMENT

The majority of kindergartens had access to a variety of audio-visual equipment including record players (100%), cassette decks (100%), listening sets (82%), filmstrip projectors (92%), slide projectors (82%), movie projectors (94%), overhead projectors (92%), screens or projection areas (96%), television monitors (90%), video-cassette receivers, (78%), VCR cameras (51%), and computers (92%). With the exception of record players and cassette decks, most of this equipment was part of the general school supply. The majority of equipment was in good working condition, and supplies were sufficient.

Eighty percent of kindergartens had access to a piano, either in the class classroom (41%) or elsewhere in the school (39%). About a third of teachers used a musical instrument other than a piano (e.g., guitar) with their classes. Rhythm instruments were available to 92% of kindergartens. Most musical instruments were in good condition, and generally teachers were satisfied with their supply, although 20% would like to have more rhythm instruments.

Supplies of balls, games equipment, large equipment, and miscellaneous general physical education equipment were reported to be adequate by three-quarters or more of teachers. On the other hand teachers reported that there were several types of physical education equipment either lacking or in short supply. Percentages of teachers reporting this were: 37% - perceptual motor equipment; 33% - wall climbing units; 71% - portable mini-gyms; and 75% - indoor tunnels.

Physical education equipment was found to be in good condition in more than 90% of kindergartens.

The most common materials, found in more than 80% of classrooms, were: storybooks; painting and drawing materials, manipulative/perceptual materials; playhouses and playhouse equipment; dolls and doll equipment; educational games; large blocks and large manipulatives; sandboxes; dress-up materials; and listening materials.

Sixty to 77% of kindergartens contained the following supplies: vehicles; modelling materials; paper and pencil materials; and sorting and classifying materials.

Forty to 59% of classrooms were equipped with: items from nature; puppets; waterplay tables and equipment; housekeeping tools; cushions or mats; food preparation dishes and utensils; non-creative colouring materials; and science materials such as clocks, magnets, measuring instruments.

Less than 40% of kindergartens contained: rocking or other comfortable chairs; store items; woodworking or carpentry materials; puppet theatres; ingredients for food preparation; viewing materials for children; riding toys; and small animals and fish.

Supplies of most materials were deemed to be sufficient by most teachers. Items which more than one-quarter of teachers said were insufficient included playhouse dishes, utensils, housekeeping tools; dolls and doll equipment; listening materials; sorting and classifying materials; large blocks and large manipulatives; puppets and puppet theatres; educational games; dress-up materials; sandplay materials; science materials such as clocks, magnets, etc.; store items; large trucks and vehicles; food preparation materials; cushions, mats, and comfortable chairs; viewing materials; fish and small animals; and riding toys.

Existing materials were in good condition in most kindergartens. Twenty percent or more of teachers judged the following to be in poor condition: dress-up materials; food preparation utensils; playhouse equipment; dolls and doll equipment; puppets; rocking chairs or other comfortable chairs; sandboxes and sandplay items; store materials; large trucks and vehicles; and riding toys.

RECOMMENDATIONS

- KINDERGARTEN CLASSROOMS SHOULD BE EQUIPPED WITH A WIDE VARIETY OF EQUIPMENT AND MATERIALS (23).

- SCHOOL DIVISIONS AND MANITOBA EDUCATION, IN COLLABORATION, SHOULD DEVELOP A LIST OF BASIC EQUIPMENT AND MATERIALS FOR THE KINDERGARTEN (24).

- FUNDING FOR KINDERGARTENS SHOULD BE REVIEWED BY MANITOBA EDUCATION AND SCHOOL DIVISIONS TO ENSURE THAT KINDERGARTENS ARE ALLOCATED FUNDS FOR MATERIALS AND EQUIPMENT IN ACCORDANCE WITH THE BASIC NEEDS OF KINDERGARTEN CLASSES (25).

- THERE SHOULD BE CONSULTATION AND COOPERATION BETWEEN THE KINDERGARTEN TEACHER AND PHYSICAL EDUCATION AND MUSIC TEACHERS TO ENSURE THAT PHYSICAL EDUCATION AND MUSIC EQUIPMENT ARE APPROPRIATE FOR THE KINDERGARTEN (26).

CHAPTER 3

PLANNING AND ORGANIZATION OF CLASSROOM ACTIVITIES

3.1 INTRODUCTION

This Chapter describes and assesses the ways in which classroom activities are planned, organized, and implemented and includes:

3.2 Class Size
3.3 Hours and Days of Operation
3.4 Planning of Sessions
3.5 Environmental Changes
3.6 Manitoba Sourcebooks and Curriculum Guides
3.7 Themes
3.8 Allocation of Time
Summary and Recommendations

3.2 CLASS SIZE

Class sizes ranged from a low of five students to a high of 33. Average class size was 22. A third of kindergartens had an enrollment of 25 or more. [TR3.1]

The average class size of rural kindergartens was slightly smaller than the average for urban areas: 19 children compared to 23. Eighty-two percent of the very small kindergartens, (those with 14 or fewer children), were located in rural areas.

3.3 HOURS AND DAYS OF OPERATION

The sample consisted of both half-day (73%) and full-day (27%) programs. Most half-day programs (97%) operated every day; one operated every other day. All full-day programs operate on alternate days. [TR3.2]

Eighty-six percent of full-day programs were located in rural areas. Most frequently, full-day programs were the result of busing requirements. [TR3.2]

Teachers were asked how they felt about the number of hours and days that their kindergarten operates. Three-quarters expressed positive feelings about their current arrangements: one-quarter expressed negative feelings. Slightly more than half (57%) of those with full-day kindergartens said they would prefer half-days. Fifteen percent of those with half-day programs said they would prefer longer days.

3.4 PLANNING OF SESSIONS

3.4.1 Interviews

Teachers and principals were interviewed about the type of planning that is done. The majority of teachers reported they plan on a daily basis (83%), a weekly basis (75%), a monthly basis (73%), and a yearly basis (76%). Most teachers (88%) make written plans. [TR3.3]

Daily plans are more detailed than weekly, monthly, or yearly plans. Half of kindergarten teachers (51%) indicated they keep very detailed daily plans, while a quarter (24%) keep moderately detailed daily plans. This is in keeping with the expectations expressed by principals. Eighty-four percent said they expect the kindergarten teacher to keep a day book, and 86% expect the teacher to follow, with some flexibility, a schedule of daily activities. Most principals (76%) said they do not expect teachers to prepare written lesson plans for every kindergarten activity, although 22% require this. [TR3.3]

The majority of teachers (78%) reported they are "very flexible" when it comes to changing plans. Twelve percent said they are "moderately flexible," and 10% described themselves as "quite inflexible." The main reasons teachers gave for changing plans were: visitors or unexpected events (65%); children's mood (41%); and teachable moments (35%). [TR3.3]

3.4.2 Observations

As each session occurred, the observer teams recorded whether it was: (1) pre-planned; (2) spontaneous--suggested by the children; or (3) spontaneous--initiated by the teacher.

Pre-planned sessions were defined as those that the teacher planned to conduct at specific times, or in specific sequences. Pre-planning did not preclude the possibility of spontaneity occurring during the session: it only required that the session itself be scheduled and the general content of the session planned. For example, a play/activity session which had been scheduled by the teacher, and during which certain types of activities or materials had been organized or made available, would be categorized as a pre-planned session, even though a great deal of spontaneous play may have occurred during the session.

Most of the observed sessions were planned. Spontaneous sessions occurred in about one-third (38%) of kindergartens. These, however, did not occupy a great deal of time. Pre-planned sessions accounted for 90% of the total time, while spontaneous sessions took 10%. [TR3.3]

3.5 ENVIRONMENTAL CHANGES

Interviews

Teachers were asked how often they make major and moderate changes in the classroom environment. Forty-five percent indicated they make major changes "seasonally", 29% make them "monthly or more often", and 25% make

them "once a year or never". Examples of major changes included the addition of several new centres, the total rearrangement of centres, and the replacement of several centres. [TR3.4]

Moderate changes are made more frequently than major ones. Half of teachers (49%) reported they make moderate changes "weekly", 25% make them "monthly", 20% make them "seasonally", and 6% make them "once a year or never". Examples of moderate changes included adding a new centre, changing materials or equipment at an existing centre, changing materials and activities in accordance with changes in themes, and changing bulletin board displays. [TR3.4]

Teachers were asked if there were any activity centres they would like to establish, but could not for lack of equipment, space, or materials. Seventy-six percent, of teachers said "yes", while 24% said "no". Teachers named a wide variety of centres they would like to establish, including waterplay (18%), cooking (16%), woodworking (16%), sandplay (12%), minigym or climbing apparatus (12%), listening centre (10%), puppets and puppet theatre (8%), and store (8%). [TR3.4]

3.6 MANITOBA SOURCEBOOKS AND CURRICULUM GUIDES

3.6.1 English Language Programs (N=44)

During the interviews teachers were asked how familiar they are with the kindergarten sections of the Manitoba Sourcebooks and Curriculum Guides, and to what extent they use them.

On a scale of 1 to 3, where 1 was "not at all", 2 was "somewhat", and 3 was "very or quite a lot", teachers were asked to rate their familiarity with, and use of the sourcebooks and guides. Mean scores are shown in Table 3.1.

Greatest familiarity was with the sourcebook, Early Childhood: A Time for Learning, A Time for Joy, 1979, which was "very familiar" to 68% of teachers. Least familiar was the K-6 Computer Awareness Guide: 50% of teachers said they were "not at all familiar" with this guide. Thirty to 40% of teachers reported being "very familiar" with most of the guides. [TR3.5]

TABLE 3.1

TEACHERS FAMILIARITY WITH AND USE OF SOURCEBOOKS
AND CURRICULUM GUIDES
(English Language Programs: N=44)

SOURCEBOOKS AND GUIDES	Familiarity MEAN*	Extent of Use MEAN**
1. Early Childhood: A Time for Learning, A Time for Joy, 1979	2.7	2.6
2. K-6 Mathematics, 1978	2.4	2.3
3. K-6 Art, 1983.	2.3	2.1
4. K-6 Science, 1979.	2.3	2.1
5. Social Studies, Kindergarten, 1982	2.3	2.3
6. K-6 Music, 1978.	2.3	1.7
7. English Language Arts: Early Years 1982	2.2	2.1
8. Health: Kindergarten (Interim) 1983	2.2	1.8
9. K-6 Physical Education, 1981	2.1	2.0
10. K-6 Computer Awareness Guide, 1983	1.6	1.3

*1=Not At All; 2=Somewhat; 3=Very
**1=Not At All: 2=Somewhat; 3=Quite A Lot [TR3.5]

Early Childhood: a Time for Learning, A Time for Joy was also the most frequently used book. Fifty-nine percent of teachers said they use this "quite a lot." Other frequently used guides included Social Studies: Kindergarten, used "quite a lot" by 45% of teachers, and K-6 Mathematics, used "quite a lot" by 43% of teachers. The least frequently used guide was K-6 Computer Awareness, which was used "not at all" by 59% of teachers. [TR3.5]

Also used relatively infrequently by kindergarten teachers were the physical education, health, and music guides. The infrequent use of the physical education and music guides may reflect the participation of specialist teachers in these areas (See Chapter 8). These specialists, who were not interviewed during the assessment, may make frequent use of the guides.

The majority of principals (96%) indicated they expect kindergarten teachers to follow the curricula developed by Manitoba Education. [TR3.5]

In addition to Manitoba Education materials, teachers identified a variety of other sourcebooks and resource materials they use. Forty-four different sources were named by teachers, the most frequent ones being Mathematics Their Way (Addison, Wesley Publishing) (14% of teachers), and Expressways (Gage Publishing) (12% of teachers). [TR3.5]

Teachers were also asked for their suggestions on how the curricula for kindergarten programming could be improved. Very few teachers suggested substantial changes in the content or format of the curricula. Most frequently, teachers suggested more in-servicing in how to implement the curricula (14%). [TR3.5]

3.6.2 French Immersion Programs (N=7)

Table 3.2 summarizes the familiarity with, and use of, sourcebooks and guides for the French Immersion programs.

About half the teachers (57%) indicated they are very familiar with the sourcebook L'enfance et les joies de l'apprentissage, while the other half (43%) said they are not at all familiar with it. Half the French Immersion teachers (57%) said they do not use this book.

In general French Immersion teachers are very familiar with Les themes de la maternelle and Bingo, and somewhat familiar with the other guides and sourcebooks.

The most frequently used book is Les themes de la maternelle. Other books are used relatively infrequently. [TR3.6]

TABLE 3.2

TEACHERS FAMILIARITY WITH AND USE OF SOURCEBOOKS AND CURRICULUM GUIDES
(French Immersion Programs: N=7)

SOURCEBOOKS AND GUIDES	Familiarity MEAN*	Extent of Use MEAN**
1. Les thèmes de la maternelle (automne, hiver, printemps, été, année).	3.0	2.7
2. Bingo, 1984.	2.9	1.9
3. Pot-pourri, 1984	2.4	1.6
4. Contes illustrés, 1984	2.4	1.9
5. Education physique, programme-cadre M à 12, 1982	2.3	2.1
6. Education physique, maternelle, 1982	2.4	2.0
7. Education visuelle, M à 6, 1982.	2.3	1.9
8. Programme-Immersion - française oral M à 12, 1977	2.3	2.0
9. L'enfance et les joies de l'apprentissage, 1979.	2.1	1.7
10. Mathématiques - maternelle, 1979	2.1	2.0

*1=Not At All; 2=Somewhat; 3=Very
**1=Not At All: 2=Somewhat; 3=Quite A Lot [TR3.5]

3.7 THEMES

The sourcebook, Early Childhood: A Time for Learning, A Time for Joy, suggests the use of themes as one method of integrating kindergarten activities.

3.7.1 Interviews

Ninety-two percent of teachers reported they use themes at least some of the time. In most kindergartens (59%), themes last for "more than a week";in some (31%) they last about "one week". [TR3.7]

The majority of teachers (75%) reported they find themes a "very" effective means of integrating kindergarten activities. [TR3.7]

Teachers were asked how they go about choosing themes. "Seasonal items and holidays" topped the list (88% of teachers), followed by "what the teacher believes children will find interesting" (75%); "available equipment and materials" (57%); "suggestions of children" (55%); and "cultural backgrounds of children" (43%). [TR3.7]

3.7.2 Observations

The observers recorded whether a theme was being used at the time of the visitation, and if so, what sessions or activities were related to the theme.

In general, themes were not used extensively. An integrating theme was evident in 43% of kindergartens. [TR3.7]

In kindergartens that were using themes (N=22), an average of 51% of the whole-group activities were related to the theme. Most play activities were not related to the theme. [TR3.7]

The most common themes were "spring", "farm", and "circus". Sixty-eight percent of those using themes had chosen one or more of these three topics. [TR3.7]

3.8 ALLOCATION OF TIME

3.8.1 Duration of Kindergarten Day

The sample consisted of both half day (73% of sample), and full day (27% of sample) programs. In all instances but two, full-day programs were located in rural areas, and were held on alternate days.

Observations

Regardless of whether a program was half-day or full-day the observations were conducted for a half day only.

The most frequently observed half-day period, two and one-half hours, applied to 66% of programs. Ten percent ran for two and three-quarter hours, and 24% ran for three hours [TR3.8] Ninety-seven percent of two and one-half hour programs were half-day kindergartens. Seventy-six percent of two and three-quarter and three hour programs were full-day kindergartens.

3.8.2 Types of Sessions

For the purposes of the assessment, a session was defined as an identifiable activity or type of activity which was clearly distinguishable from what preceded or followed it. Three general categories of sessions were defined:

1. Whole-Group Sessions. Whole group sessions were those in which the entire class participated in one activity or type of activity.

2. Part-Group Sessions: Adult Directed. In these sessions the class was divided into two or more groups. Each group was directed by an adult, or was assigned a specific task.

3. Play-Activity Sessions. The term "play-activity" included free play, directed play, and activity centre or learning centre situations. There were two main types of play-activity sessions:

   a. Combined Small-Group and Play-Activity. During these sessions the teacher, or other adult, worked with one group of children on a specific task. The rest of the class engaged in play activities.

   b. Play-Activity Sessions. The entire class engaged in a variety of play situations or activities. The teacher was involved generally rather than with a specific group or activity.

Observations

During the visitations the observer teams systematically recorded and described the types of sessions as they occurred, noting the time each session began and ended. On average there were eight sessions per kindergarten: 5.5 whole-group sessions; 0.53 part-group sessions; 1.24 play sessions, and 0.7 recesses. [TR3.8]

Figure 3.1 depicts the proportion of time spent on each type of session. The overall averages for these were:

Whole-group :64% of time;(101 mins.)
Part-group : 6% of time;(10 mins.)
Play-activity:24% of time;(37 mins.)
Recesses : 6% of time;(10 mins.)
[TR3.8]

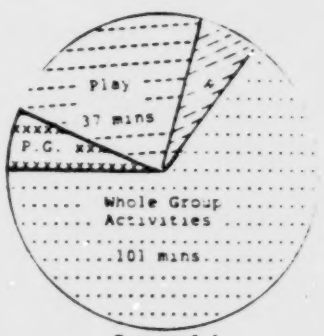


Figure 3.1
Allocation of Time
(Observations)

Whole-Group Sessions. Whole-group sessions were observed more frequently than other types of sessions. One-quarter of kindergartens spent 80 to 90% of the time on whole-group activities, and one-half spent 60 to 70% of the time on whole-group activities. [TR3.8]

Whole-Group time ranged from:
45-60 mins. (6% of kindergartens)
75-90 mins. (39% of kindergartens)
105-120 mins.(41% of kindergartens)
135-150 mins.(14% of kindergartens)
[TR3.8]

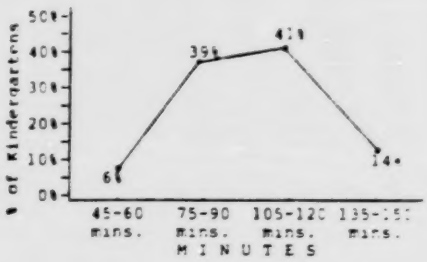


Figure 3.2
Amount of Time Allocated to Whole Group Sessions

Whole-group sessions varied in length from 15 minutes to 45 minutes. Overall average length was 19 minutes. [TR3.8]

Part-Group Sessions: Adult Directed. It was not common for kindergartens to have adult-directed part-group sessions. These occurred in 29% of classrooms. [TR3.8]

Part-group sessions were observed more frequently in programs with paraprofessionals than in programs with no paraprofessionals. Forty-one percent of programs with paraprofessionals had part-group sessions, compared to 21% of programs with no paraprofessionals.

Part-group sessions also occurred more frequently in three hour kindergartens than in shorter programs. Forty-two percent of three hour programs had part-group sessions, compared to 27% of shorter programs. [TR3.8]

Where they occurred, part-group sessions occupied an average of 33 minutes during the half-day. Sessions ranged in length from 15 minutes to 45 minutes, averaging 18 minutes each. [TR3.8]

Play-Activity Sessions. Play-Activity sessions were observed in all but 6% of kindergartens. In one-quarter of kindergartens play-activity sessions were combined sessions in which the teacher worked with a group of children on a specific task while the rest of the class engaged in play situations or activities. In the remaining kindergartens (70%), the entire class engaged in the play-activity session at the same time. In these cases the teacher was involved generally rather than with one group or activity. [TR3.8]

In most kindergartens the time allocated to play-activity sessions was not long. Average total minutes per day was 37, ranging from:

15 mins.(24% of kindergartens)
30 mins.(20% of kindergartens)
45 mins.(28% of kindergartens)
60 mins.(18% of kindergartens)
More than 60 mins. (6% of kindergartens) [TR3.8]

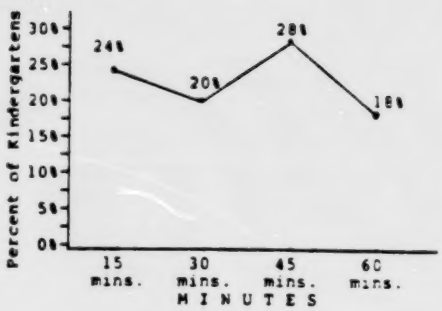


Figure 3.3
Amount of Time Allocated to Play/ Activity Sessions

Teacher Interviews

In order to supplement the information gathered from the observations, teachers were interviewed about how much time they spend on different types of sessions in an average kindergarten day.

The proportion of time that teachers indicated is spent on each type of session is shown in Figure 3.4. The overall averages were:

Whole group :46% of time (73 mins.)
Part group :14% of time (22 mins.)
Play/activity:34% of time (54 mins.)
Recesses : 6% of time (10 mins.)
[TR3.8]

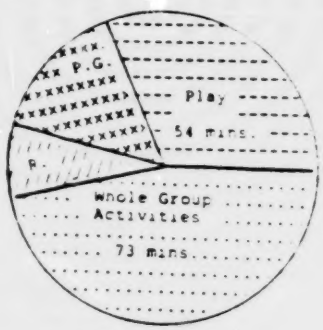


Figure 3.4
Allocation of Time (Interviews)

Teachers indicated that they spend more time on play/activity sessions and less time on whole group sessions than was actually observed during the visitations. Whereas teachers said they allocate, on average, 46% of the time to whole group sessions, during the observations, 64% was spent on whole group activities. Similarly, teachers indicated that they allocate about 34% of the time to play/activity sessions. However, during the observations, only 24% was actually spent on play activities.

SUMMARY AND RECOMMENDATIONS

CLASS SIZE

Average class size was 22 children, ranging from a low of five to a high of 33. A third of kindergartens had enrollments of 25 children or more. On average, rural kindergartens were somewhat smaller than urban kindergartens: 19 children compared to 23 children. The Technical Advisory Committee feels that class size should not exceed 20 students. However, the assessment itself did not look specifically at the question of optimal enrollment and therefore, the data analysis does not give any direction to this issue. Optimal enrollment is an issue that should be studied by both Manitoba Education and school divisions.

RECOMMENDATIONS

- MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD STUDY OPTIMAL ENROLLMENT FOR KINDERGARTEN CLASSES AND SHOULD DEVELOP A POLICY ON THIS ISSUE (27).

HOURS AND DAYS OF OPERATION

About three-quarters of kindergartens were half-day, and one-quarter were full day. Most full-day kindergartens were located in rural areas and were the result of busing requirements. Slightly more than half of teachers with full-day kindergartens said they would prefer half-days. Most teachers with half-day programs were satisfied with their hours. In this study it was found that some aspects of half-day programming were preferable to full-day alternate day programming. For example, full-day kindergartens tended to use paper and pencil materials more than half-day programming.

RECOMMENDATIONS

- REGARDLESS OF WHETHER CHILDREN ATTEND A HALF-DAY EVERY DAY KINDERGARTEN, OR A FULL-DAY ALTERNATE DAY KINDERGARTEN, PROGRAMMING SHOULD BE BASED ON CHILDREN'S DEVELOPMENTAL NEEDS (28).

PLANNING OF SESSIONS

Kindergarten teachers appear to be undertaking careful planning and are to be commended for their flexibility. Careful planning is essential in order to provide experiences that meet the needs of children of all levels of ability and development.

Written plans, both long-term and short-term, are made by the majority of teachers. Daily plans are "very" detailed for half of teachers and "moderately" detailed for a quarter. Most principals (84%) expect kindergarten teachers to keep a day book, and 22% expect written lesson plans for every kindergarten activity. Most teachers (88%) reported they are flexible

about their plans and readily change them to accommodate visitors, unexpected events, children's moods, and teachable moments.

Most of the sessions that were observed during the visitations were planned. Spontaneous sessions occurred in about one-third of kindergartens but occupied only 10% of the total time.

RECOMMENDATIONS

- THE EMPHASIS IN PLANNING SHOULD BE ON CREATING A STIMULATING LEARNING ENVIRONMENT TO MEET THE NEEDS OF EACH CHILD. PLANS SHOULD BE FLEXIBLE AND PERMIT THE TEACHER TO RESPOND TO UNSCHEDULED INTERVENTIONS BASED ON THE IMMEDIATE OBSERVATIONS OF CHILDREN'S DEVELOPMENT AND LEARNING NEEDS. CONFINING, TIME-ALLOCATED "LESSON" PLANS SHOULD BE AVOIDED (29).

ENVIRONMENTAL CHANGES

In about half of kindergartens, major changes to the classroom environment are made on a seasonal basis; in a quarter they are made monthly or more often; and in a quarter they are never made. Moderate changes are made every week in half the kindergartens, once a month in a quarter, and less than once a month in a quarter.

Three-quarters of teachers lack the space, materials, or equipment to establish all the activity centres they would like.

RECOMMENDATIONS

- IN KINDERGARTENS WHERE SPACE IS A PROBLEM, TEACHERS SHOULD BE ENCOURAGED TO ROTATE CENTRES AND TO MONITOR THESE CAREFULLY TO ENSURE THAT THEY ARE WELL STOCKED AND REPAIRED (30).

MANITOBA SOURCEBOOKS AND CURRICULUM GUIDES

Two-thirds of kindergarten teachers are very familiar with the sourcebook, Early Childhood: A Time for Learning, A Time for Joy, and 59% use it frequently.

On average, about a third of teachers are "very" familiar with most guides and use them "quite a lot." About half of teachers are "somewhat" familiar with most guides and use them to some degree.

Least familiar to, and least used by teachers, is the K-6 Computer Awareness Guide.

RECOMMENDATIONS

- TEACHERS SHOULD BECOME FAMILIAR ENOUGH WITH THE SOURCEBOOK AND CURRICULUM GUIDES THAT THEY CAN USE THEM AS A BASIS FOR ESTABLISHING ACTIVITY-BASED LEARNING (31).

- TO MAXIMIZE THE USE OF THE SOURCEBOOK AND GUIDES, PROFESSIONAL DEVELOPMENT ACTIVITIES SHOULD BE HELD AT THE DIVISIONAL LEVEL (32).

THEMES

Ninety-two percent of teachers use themes at least some of the time, and 75% believe they are a very effective way of integrating activities. The most common methods by which themes are chosen are "seasonal items and holidays" (88%) and "what the teacher believes the children will find interesting" (75%).

RECOMMENDATIONS

- THE USE OF THEMES SHOULD BE BROADENED TO PLACE LESS EMPHASIS ON SEASONAL ITEMS AND HOLIDAYS AND WHAT THE TEACHER BELIEVES THE CHILDREN WILL FIND INTERESTING, AND MORE EMPHASIS SHOULD BE PLACED ON THEMES WHICH INTEGRATE MATERIAL FROM ALL AREAS OF THE CURRICULA AS SUGGESTED IN THE CURRICULUM GUIDES (33).

- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE USE OF THEMES (34).

ALLOCATION OF TIME

The largest proportion of kindergarten time is spent on whole-group activities. On average, kindergartens have 5.5 whole-group sessions, totalling about an hour and 40 minutes per half day. Observed sessions ranged from 15 minutes to 45 minutes in length.

Play-activity sessions occurred in 94% of kindergartens on the day of observation. The average time was 37 minutes.

Part-group sessions occurred in 29% of classrooms, occupying on average 33 minutes per half day. Sessions ranged from 15 minutes to 45 minutes.

Observations indicate that kindergartens may be spending too much time on whole-group sessions and not enough time on play-activity sessions. Whole-group instruction of 100 minutes per half day is excessive and should be reduced, while play-activity time of 37 minutes is insufficient.

RECOMMENDATIONS

- IN HALF-DAY KINDERGARTENS THERE SHOULD BE A MINIMUM OF ONE HOUR OF UNINTERRUPTED FREE-CHOICE PLAY. KINDERGARTEN CHILDREN LEARN BEST THROUGH PLAY AND MUST BE GIVEN ADEQUATE TIME TO PURSUE SELF-INITIATED ACTIVITIES (35).

- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE USE OF PLAY (36).

CHAPTER 4

CLASSROOM ACTIVITIES: CONTENT

4.1 INTRODUCTION

This chapter describes the content of classroom activities and includes:

4.2 Whole-Group Activities
4.3 Part-Group Activities
4.4 Play Activities
4.5 Use of Materials and Equipment
4.6 Field Trips
Summary and Recommendations

4.2 WHOLE-GROUP ACTIVITIES

4.2.1 Types of Whole-Group Activities

The assessment collected two sets of data on types of whole-group activities: observation data; and interview data. Table 4.1 summarizes both sets of data.

On the day of observation the average amount of time spent on whole-group activities was 101 minutes, or 64% of the total time.

Oral-Language Activities. Most frequently the whole-group activities that were observed involved oral-language development (e.g., discussions, following directions, show and tell). These took place in 90% of kindergartens, and occupied an average of 26 minutes per day in those programs.

Observations were consistent with the information provided by teachers. Ninety-four percent reported that oral-language activities occur daily, averaging 26 minutes in half day programs and 46 minutes in full day programs.

Large-Group Instruction. The second most commonly observed whole-group activity was group instruction related to specific concepts or items such as sounds, letters, number spatial concepts, and names of days. This occurred in 75% of programs, occupying an average of 23 minutes in those programs.

The prevalence of large-group instruction was confirmed by teachers. Ninety-eight percent reported this takes place every day, averaging 24 minutes per half day and 54 minutes per full day.

Reading Stories to Whole Group. During the observations stories were read to the whole class in 65% of kindergartens, occupying an average of 10 minutes. Eighty-two percent of teachers reported that this is a daily activity.

TABLE 4.1

TYPES OF WHOLE-GROUP ACTIVITIES

	OBSERVATIONS		INTERVIEWS		
TYPES OF ACTIVITIES	% of K's in Which Activity Occurred (N=51)	Ave. Mins. Per Half Day N*	% of K's That Provide Activity Daily (N=50)	Ave. Days /Wk. That Act. Occurs (N=50)	Ave. Mins. Per Half/ Full Day (N=50)
Oral-Language	90%	26	94%	4.9	26/46
Group Instruction	75%	23	98%	4.9	24/54
Reading Stories	65%	10	82%	4.5	14/22
Music, Singing	59%	18	74%	4.4	17/19
Gymnasium Activities	31%	20	34%	3.4	23/30
Arts and Crafts	25%	18	46%	4.3	29/30
Movement, Dance	24%	10	42%	3.2	14/16
Outdoor Physical Act.	18%	19	46%	2.6	17/37
Paper and Pencil	14%	17			
Library Visits	12%	14	4%	.9	24/17
Assemblies, Events	8%	18			
Films, VCR, Movies	4%	10	4%	1.0	17/17
Other (Cooking, Rest, 2nd Lang., Birthday, Computers)	14%	21			
Clean-up	67%	5	98%	4.9	13/13
Snack Time	39%	9	66%	3.5	16/19
Planning Time	37%	5	47%	2.6	13/13
Recess	75%	15	90%		15/30
Transition Time	100%	13			

*Average time is based on programs where the activity occurred, e.g., oral-language activities occurred in 90% of kindergartens. [TR4.1; TR4.2;TR4.3]

Music. Music and singing activities were observed in 59% of kindergartens. Average duration was 18 minutes. The prevalence of music and singing activities was confirmed by teachers. Seventy-four percent reported these activities occur daily, averaging about 18 minutes in both half and full day programs.

Although some types of musical activities take place in kindergarten classrooms, others take place in music rooms. Forty-five percent of teachers indicated they use a music room; 4% use it every day, 22% use it two to four times a week, 14% use it weekly, and 6% use it monthly. [TR2.3]

About a third of kindergarten classrooms (35%) have the services of a specialist music teacher. [TR8.2]

Arts and Crafts Activities. Whole-group arts and crafts activities were observed in 25% of kindergartens, occupying an average of 18 minutes.

Information provided by teachers suggests that large-group arts and crafts may be more prevalent than was observed. Forty-six percent of teachers reported whole-group arts and crafts activities take place for about 30 minutes every day.

Gymnasium Sessions. Gymnasium sessions took place in 31% of kindergartens on the day of observation. Average duration was 20 minutes.

This observation was consistent with the information provided by teachers. Thirty-three percent reported they use the gymnasium every day; 47% use it two to four times a week; 10% use it once a week; and 2% use it once a month. [TR2.3]

About half the kindergartens (51%) have the services of a specialist physical education teacher. [TR8.2]

Movement and Dance. In-class movement and dance activities were observed in 24% of kindergartens, averaging 10 minutes. Teachers reported that this activity occurs more frequently than was observed. Forty-two percent indicated movement and dance occurs daily, for an average of about 15 minutes in both half-day and full-day programs.

Recess. On the day of observation, three-quarters of kindergartens participated in the recess period of the rest of the school. Most recesses were 15 minutes. [TR4.3]

Although recesses were observed in only 75% of kindergartens, 90% of teachers reported that in the Spring the kindergarten usually participates in recess. This varies, depending on the weather or the particular activities of the day. In contrast, in the fall only 22% of kindergartens participate in recess. [TR4.3]

In instances where kindergartens participate in recess (N=46), supervision is most commonly done by the teacher or teachers on duty (61%). In 22% of cases, the kindergarten teacher does the supervision, while in 8% a paraprofessional supervises the children. [TR4.3]

Outdoor Physical Activities. In addition to recesses, outdoor physical activities were observed in 18% of kindergartens, occupying, on average, 19 minutes. [TR4.1]

Teachers reported that outdoor physical activities (in addition to recesses) occur more often in the fall and spring than in the winter. In the fall, 31% of kindergartens use the outdoor area daily, 37% use it weekly, and 24% use it monthly or less. Those using the area daily spend about 15 minutes per day outdoors. [TR4.3]

In the winter, only 6% of kindergartens use the outdoor area daily. Ten percent use it weekly and 77% use it monthly or less. Average length of outdoor activity for those using it daily is 15 minutes or less. [TR4.3]

Springtime permits greater use of the outdoors, with 45% of teachers reporting daily outdoor activities, and 47% reporting weekly activities. Average time for those who use the outdoors daily is 25 minutes. [TR4.3]

Library Visits. Trips to the library were made by 12% of classrooms, for an average of 13 minutes.

Ninety-two percent of schools in which kindergartens were located had libraries. Fifty-nine percent of teachers reported that their kindergarten classes make a weekly trip to the library, 12% use it more than once a week, and 12% use it monthly. However, 10% never use it; and 10% have no library. [TR2.3]

4.2.2 Objectives of Whole-Group Activities

The previous section described general types of whole-group activities. In addition to categorizing activities into general types, each activity that occurred on the day of observation was classified in terms of its primary intentions or objectives. Seven categories were used: 1) listening and speaking skill development; 2) reading and writing skill development; 3) cognitive development; 4) fine motor development; 5) gross motor development; 6) music and aesthetic development; and 6) health and safety.

In categorizing activities it was recognized that a single activity often facilitates more than one type of development. However, it was decided to focus on the "primary" intentions of the activity. These were limited to a maximum of two types of development per activity or per ten minute period of an activity.

Table 4.2 shows the primary intentions or objectives of whole-group activities. The development of listening and speaking skills was the most frequent intention, occurring in all kindergartens, and occupying an average of 48 minutes of whole-group time.

Cognitive development was the second most frequent objective of whole group activities, occurring in 80% of kindergartens for an average of 22 minutes.

The emphasis given the development of reading and writing skills is noteworthy. This was an objective of whole-group activities in 71% of kindergartens, occupying on average 17 minutes.

TABLE 4.2

PRIMARY INTENTIONS OR OBJECTIVES OF WHOLE-GROUP ACTIVITIES

INTENTIONS OR OBJECTIVES	% of K's in Which Objective Occurred (N=51)	Average Total Minutes of Activities
1. Listening and Speaking Skills	100%	48 mins.
2. Cognitive Development	80%	22 mins.
3. Reading/Writing Skills	71%	17 mins.
4. Gross Motor Development	65%	16 mins.
5. Music, Aesthetics	61%	13 mins.
6. Fine Motor Development	25%	5 mins.
7. Health and Safety	24%	3 mins.

*Because an activity could have more than one intention, the total minutes exceed the total whole-group time of 101 minutes. [TR4.9]

4.2.3 Openness of Whole-Group Activities

The observer teams were trained to assess whether each session or activity was open-ended, or closed. Assessments took into account both the dialogue that occurred during the activity, and the end product of the activity. Activities for which the end product was pre-determined were assessed as closed: activities which permitted creativity and spontaneity were open.

Of all the whole-group sessions that were observed in all kindergartens 48% were closed, 15% were open, and 37% were of a mixed nature.

4.3 PART-GROUP ACTIVITIES

Part-group sessions were defined as sessions in which the class was divided into two or more groups with each group being directed by an adult, or assigned a specific task.

Part-group sessions were observed in 29% of classrooms averaging 22 minutes per session, or 33 minutes per day.

4.3.1 Types of Part-Group Activities

The main types of part-group activities are listed in Table 4.3

Most frequently, part-groups participated in arts and crafts activities. These occurred in 12% of kindergartens, occupying an average of 25 minutes in those classrooms.

Also occurring in 12% of classrooms were part-group oral-language activities and instruction in specific concepts. In classrooms where these occurred, the average length was 18 minutes.

TABLE 4.3

TYPES OF PART-GROUP ACTIVITIES
(Observations)

Activities	% of K's in which activity occurred (N=51)	Average minutes per half day*
1. Arts and Crafts	12%	25 mins.
2. Oral Language Dev.	12%	18 mins.
3. Group Instruction	12%	18 mins.
4. Paper and Pencil Act.	8%	28 mins.
5. Computers	4%	10 mins.
6. Reading Stories to Gp.	4%	5 mins.
7. Gymnasium Sessions	2%	25 mins.
8. Snack Time	2%	5 mins.
9. Music and Singing	2%	5 mins.

*Averages are based on classrooms in which the activities occurred. [TR4.4]

4.3.2 Objectives of Part-Group Activities

Part-Group Activities

Table 4.4 lists the intentions or objectives of part-group activities from the most common to the least common.

Part-group activities tended to emphasize listening/speaking skills and cognitive development. Of the total number of part-group activities that were observed (56 activities in 15 kindergartens), 43% sought to develop listening and speaking skills, and 43% sought cognitive development.

TABLE 4.4

PRIMARY INTENTIONS OR OBJECTIVES OF
PART-GROUP ACTIVITIES

Intentions or Objectives	% of K's in Which Objective Occurred (N=51)	Percent of Part Group Activities (N=56)
1. Cognitive Development	18%	43%
2. Listening/Speaking Skills	16%	43%
3. Reading/Writing Skills	8%	13%
4. Fine Motor Development	8%	14%
5. Music, Aesthetics	6%	7%
6. Gross Motor Development	2%	9%

[TR4.10]

4.3.3 Openness of Part-Group Activities

In kindergartens where part-group sessions occurred (N=15), activities tended to be closed. In 53% of these kindergartens part-group activities were either all closed (33%), or mostly closed (20%). In 20%, about half of part-group activities were closed. In 13% of kindergartens all part-group activities were mixed (i.e., partly open and partly closed), while in 13% all were open. [TR4.12]

Of all the part-group activities that were observed in the 15 kindergartens, more than half were closed.

4.4 PLAY ACTIVITIES

4.4.1 Types of Play Activities

Table 4.5 summarizes observation and interview data on types of play activities.

Observations

Play activities sessions were observed in 94% of kindergartens. There were, on average, 8 play activities per kindergarten ranging from no activities in three classrooms to 15 in one classroom.

The play activity observed in the greatest number of kindergartens involved sorting and classifying materials such as small blocks, beads, pictures, and cuisenaire rods. This activity occurred in two-thirds of kindergartens.

TABLE 4.5

TYPES OF PLAY ACTIVITIES

ACTIVITIES	OBSERVATIONS		INTERVIEWS		
	% of K's in Which Activity Occurred (N=51)	Ave. Mins. Per Half Day	% of K's Where Centre Was Set Up For 10 Months (N=51)	% of K's Where Activity Occurs 4 -5 Times a Week (N=51)	Ave. Months in Use (N=51)
1. Conceptual/Sorting Classifying (Math)	67%	38	51%	51%	7.3
2. Playhouse	51%	38	74%	63%	8.8
3. Art: Drawing/Painting Modelling	51%	35	79%	69%	9.1
4. Large Blocks/Man.	51%	34	84%	55%	9.4
5. Educational Games	47%	39	82%	16%	9.1
6. Sandbox	43%	36	55%	64%	7.5
7. Artwork Construction	41%	39	82%	69%	9.5
8. Man./Perceptual	41%	37	80%	45%	9.2
9. Paper and Pencil (Printing/ Storywriting)	37%	37	37%	xx	5.6
10. Dress-up	35%	33	78%	49%	9.1
11. Vehicles	33%	36	33%	41%	3.8
12. Waterplay	27%	38	40%	22%	5.9
13. Listening Activities	25%	37	55%	xx	7.6
14. Library (Books)	25%	33	94%	xx	9.8
15. Physical Activities	20%	38	xx	xx	xx
16. Woodworking/Carpentry	16%	45	20%	xx	2.8
17. Store	12%	42	18%	22%	3.8
18. Computers	18%	37	xx	xx	xx
19. Puppets	8%	45	34%	xx	5.1
20. Cooking/Food Prep.	6%	52	36%	xx	4.7
21. Rest Activities	4%	35	29%	xx	3.6
22. Viewing Centre	4%	35	26%	xx	3.4

xx-Teachers were not asked these questions. [TR4.5; TR4.6]

In about half of kindergartens play activities included playhouses, drawing and painting, large manipulatives, educational games, sandboxes and manipulative perceptual activities.

Interviews

Information provided by teachers indicates that the core activities and centres are: playhouses; drawing and painting; large manipulatives; educational games; artwork construction; manipulative/perceptual centres; dress up; and library. These centres are set up for the entire kindergarten year in three-quarters of kindergartens.

Activities that are provided for about seven months include: conceptual (sorting and classifying); sandbox; and listening. Some kindergartens provide these for the full year.

Several activities are provided for less than six months in the year. These include: waterplay; paper and pencil; vehicles; store; woodworking; puppets; cooking and food preparation; rest centres; and viewing centres.

4.4.2 Objectives of Play Activities

Primary intentions or objectives of observed play activities are listed in Table 4.6. In total, 404 activities were observed in 48 classrooms. The most frequent intention, fine motor coordination, applied to 44% of all play activities. This was followed by listening/speaking skills and cognitive development which were objectives of about a quarter of all play activities.

TABLE 4.6

PRIMARY INTENTIONS OR OBJECTIVES OF PLAY ACTIVITIES

INTENTIONS OR OBJECTIVES	% of K's in Which Objective Occurred (N=51)	Percent of Play Activities (N=404)
1. Fine Motor Skills	84%	44%
2. Listening/Speaking Skills	80%	23%
3. Cognitive Development	74%	25%
4. Reading/Writing Skills	55%	14%
5. Music, Aesthetics	35%	5%
6. Gross Motor Development	24%	4%
7. Health and Safety	2%	--

[TR4.11]

4.4.3 Openness of Play Activities

In general, play activities tended to be more open-ended than whole-group or part-group activities. In 56% of kindergartens, play activities were either all open-ended (18%) or mostly open-ended (38%). In 14% of kindergartens, most play activities were closed. In 24% play periods were a mixture of open-ended and closed activities.

Of all the play activities observed in all kindergartens, 56% were open, 26% were closed, and 18% were mixed.

4.5 USE OF MATERIALS AND EQUIPMENT

Table 4.7 is a summary of data which is presented in greater detail in the Technical Report tables. This table summarizes three sets of data:

1. Supplies. The observer teams recorded the types of materials and equipment that were observed in each classroom. [TR2.9]

2. Observations. Observations of the Use of Materials and Equipment. The observer teams recorded the materials and equipment that were used during each activity and also noted the duration of each activity. [TR4.7]

3. Teacher Interviews. Teachers were asked to indicate how often each item is used by or with a majority of children. [TR4.8]

4.5.1 Arts and Crafts Materials

Supplies. The majority of kindergartens were supplied with artwork construction materials (96%), painting and drawing materials (98%), and modelling materials (75%). Some had stocks of non-creative colouring materials (41%). Most supplies were in good condition and were sufficient. [TR2.9]

Observed Use. Artwork construction materials were used in 59% of kindergartens, and painting and drawing materials in 55%. Use occurred during whole-group sessions, part-group sessions, and play-activity sessions. [TR4.7]

Modelling materials and non-creative colouring materials were used less often than artwork construction and painting and drawing materials. They were used during play activities in 16-18% of kindergartens. [TR4.7]

Teacher Interviews. Teachers confirmed that artwork construction materials and painting and drawing materials are used quite extensively. The average kindergarten uses them four to five times a week. Modelling materials are used less often (two to three times a week), while the use of non-creative colouring materials is rare in most kindergartens. [TR4.8]

TABLE 4.7
MATERIALS AND EQUIPMENT

	OBSERVATIONS			INTERVIEWS		
	Room Is Equipped	Equipment Was Used	# of Minutes	Never Use	Daily Use	Frequency of Use
MATERIALS AND EQUIPMENT						
ARTS AND CRAFTS						
1. Artwork Construction	96%	59%	41	--	69%	4.7*
2. Painting and Drawing	98%	55%	40	--	69%	4.6
3. Modelling Materials	75%	16%	36	--	29%	3.7
4. Non-Creative Colouring	41%	18%	30	31%	14%	2.3
COOKING/FOOD PREPARATION						
1. Stove	4(88%)**					
2. Utensils, Dishes	45%	8%	50	24%	14%	2.6
3. Ingredients	18%					
CONCEPTUAL MATERIALS						
1. Sorting/Classifying	73%	67%	38	--	51%	4.2
2. Clocks, Magnets, Scale, Measuring Instruments	41%	6%	60	8%	16%	3.3
3. Puzzles	xx	23%	40	--	55%	4.3
4. Educational Games	88%	47%	39	2%	57%	4.3
PERCEPTUAL MOTOR MATERIALS						
1. Large Manipulatives	86%	51%	34	8%	55%	4.2
2. Small Manipulatives	98%	41%	37	2%	45%	4.2
SANDPLAY						
1. Sandboxes	86%	43%	36	12%	45%	3.9
2. Sand - Wet	63%	10%		16%	39%	3.9
3. Sand - Dry	43%	31%		22%	31%	3.3
4. Sand Substitutes	10%	2%		65%	8%	1.7
5. Pipes, Sieves, Containers	59%	25%		18%	31%	3.4
6. Small Sandtoys	67%	20%		6%	37%	3.8
WATERPLAY TABLES/EQUIPMENT	53%	27%	38	20%	22%	3.1
SMALL ANIMALS AND FISH						
1. Small Animals/Equipment	10%	10%		71%	12%	1.7
2. Fish/Equipment	10%	10%		65%	6%	1.6
WOODWORKING/CARPENTRY	34%	16%	45	61%	4%	1.9
PLAY MATERIALS						
1. Playhouse/Equipment	94%	51%	38	2%	63%	4.4
2. Dress Up Materials	82%	35%	33	4%	49%	4.1
3. Store and Equipment	33%	12%	42	28%	22%	2 8
4. Vehicles - Trucks	76%	33%	36	14%	43%	3.7
5. Riding Toys	12%	6%	32	71%	8%	1.6
REST MATERIALS						
1. Rocking/Comfortable Chair	37%			55%	18%	2.2
2. Cushions, Mats	47%	4%	35	37%	20%	2.6

*(1=Rarely; 2=Monthly; 3=Weekly; 4=2-3 Times/Wk.; 5=Daily)
**Percentages in parentheses refer to equipment that kindergarten has access to.

TABLE 4.7, (Continued) Materials and Equipment

	OBSERVATIONS			INTERVIEWS		
	Room Is Equipped	Equipment Was Used	# of Minutes	Never Use	Daily Use	Frequency of Use
MUSIC						
1. Rhythm Instruments	45(92%)	8%	23	10%	4%	2.8
2. (Child Use		12%	37	16%	33%	3.4
Recorded Music		80%				
3. (Teacher Use		37%	14	--	47%	4.1
4. Piano	41(80%)	22%	12	39%	18%	2.5
5. Other Inst. (Teacher)	16(36)	4%	10	65%	2%	1.6
COMPUTERS/SOFTWARE	14(92%)	24%	25	25%	10%	2.7
PHYSICAL EDUCATION						
1. Perceptual/Motor	4(75%)	20%	30	25%	12%	2.7
2. Balls/Tossing	31(96%)	14%	31	18%	20%	3.2
3. Mini-gym	6(28%)	8%	48	72%	6%	1.6
4. Large Equipment	4(92%)	14%	22	29%	10%	2.6
5. Tunnel	8(24%)	--		76%	6%	1.5
LISTENING EQUIPMENT						
1. Listening Sets	51(80%)	12%	26	27%	38%	3.2
2. Record Players	94(100%)	55%	22	4%	67%	4.4
3. Tape Recorders/Decks	75	55%	22	2%	55%	4.2
VIEWING EQUIPMENT						
1. Television Monitors	6(90%)					
TV-Regular Programming		--		57%	2%	1.5
2. Films, Movies		4%	12	8%	2%	2.6
3. VCR	2(78%)	--		57%	--	1.6
4. Filmstrips/Projectors	14(94%)	2%	30	10%	4%	2.8
5. Viewmasters, Slides		2%	65	61%	10%	2.0
6. Projectors (Overhead, Slide, Movie)	(90-100)	--		35%	2%	1.9
PAPER AND PENCIL MATERIALS						
1. Perceptual Motor	59%	8%	35	14%	14%	2.8
2. Math/Conceptual	73%	20%	29	18%	12%	2.9
3. Language Dev.	75%	35%	30	27%	10%	2.4
Total Paper and Pencil	88%	49%				
LANGUAGE DEVELOPMENT MATERIALS						
1. Child Use		33%	33	--	61%	4.5
Books	100%					
2. Teacher Use		65%	10	--	78%	4.7
3. Child Use		12%	35	16%	24%	3.3
Records (Stories)	80%					
4. Teacher Use		2%	26	8%	12%	3.5
5. Puppets	57%	16%	23	4%	17%	3.5
6. Language Experience Charts	xx	8%	5	4%	37%	3.6
7. Reading Readiness Kits, Flashcards, Materials	xx	39%	26	24%	20%	2.9
8. Basal Readers	xx	6%	32	78%	2%	1.3
9. Calendars, Charts, Pictures	xx	82%	20	xx	xx	xxx

4.5.2 Cooking and Food Preparation Materials

Supplies. Less than one-half of kindergarten classes are equipped with cooking utensils and dishes and only 18% have cooking ingredients. Utensils and dishes are in good repair in three-quarters of these cases.

Observed Use. Cooking and food preparation activities took place in 8% of kindergartens on the day of observation: 2% during whole-group sessions and 6% during play-activity sessions. [TR4.7]

Teacher Interviews. Nearly half of teachers (45%) reported that cooking and food preparation occur "weekly or more often." Twenty-two percent use cooking equipment and materials "monthly," and 24% "never" use them. In the average kindergarten cooking occurs monthly. [TR4.8]

4.5.3 Conceptual Materials

Manipultive Materials (Sorting and Classifying)

Supplies. Supplies of sorting and classifying materials were observed in 73% of classrooms. In all instances they were in good condition. Two-thirds of teachers said their supplies were sufficient: one-third said they did not have enough. [TR2.9]

Observed Use. Activities involving sorting and classifying materials were observed in 67% of kindergartens. In all instances, these took place during play-activity sessions. [TR4.7]

Teacher Interviews. Teachers confirmed that sorting and classifying materials are used quite often. Half (51%) use them "daily", 24% "2-3 times a week", 16% "weekly", and 8% "monthly". [TR4.8]

Science Apparatus

Supplies. Science instruments such as clocks, thermometers, magnifying glasses, and magnets were observed in 41% of kindergartens. All were in good condition. About half the teachers (51%) reported having enough of these types of materials: 43% said their supplies were insufficient. [TR2.9]

Observed Use. Science instruments were observed in use in 6% of classrooms. [TR4.7]

Teacher Interviews. Teachers indicated these materials are used moderately often. Twenty-nine percent use them "more than once a week", 33% "weekly", 29% "monthly", and 8% "never." [TR4.8]

Educational Games and Puzzles.

Supplies. Eighty-eight percent of kindergartens were equipped with educational games of various kinds. In most cases these were in good condition. Sixty-one percent of teachers indicated that their supplies of educational games were sufficient: 31% said they could use more. [TR2.9]

Observed Use. Educational games were observed being used in 47% of classrooms. Puzzles were used in 23%. In all instances, use occurred during play-activity sessions.

Teacher Interviews. Teachers reported that games and puzzles are used quite frequently in most kindergartens. About 57% use them "daily", and 22% use them "2-3 times a week".

4.5.4 Perceptual-Motor Materials

Large Manipulatives

Supplies. Supplies of large manipulatives were found in 86% of kindergartens. In most instances these were in good condition. Two-thirds of teachers advised that supplies were sufficient: one-third said they did not have enough. [TR2.9]

Observed Use. Activities involving large manipulatives took place in 51% of classrooms. In all instances these occurred during play-activity sessions. [TR4.7]

Teacher Interviews. Teachers confirmed the frequent use of large manipulatives. More than half (55%) reported using them "daily", while 29% use them "2-3 times a week". Most kindergartens (84%) have a large block activity centre that is set up for the entire kindergarten year. [TR4.8;TR4.6]

Small Manipulatives

Supplies. Ninety-eight percent of kindergartens contained supplies of small manipulatives. These were in good condition in most cases. Three-quarters of teachers advised that their supplies of small manipulatives were sufficient: one-quarter said they could use more.

Observed Use. Small manipulatives were used in 41% of kindergartens. In all instances use occurred during play-activity sessions. [TR4.7]

Teacher Interviews. Small manipulatives are used quite frequently, according to teachers. Forty-five percent reported "daily" use, while 31% use them "2-3 times a week". Eighty percent of teachers indicated that a manipulative perceptual activity centre is set up in their classrooms for ten months of the year. [TR4.8:TR4.6]

4.5.5 Sandplay

Supplies. Eighty-six percent of kindergartens were equipped with sandboxes. In most instances teachers reported these to be in good condition: in 20% of cases, repairs were needed. Most teachers (82%) indicated they had sufficient sandplay tables. [TR2.9]

Observed Use. Sandplay activities took place in 43% of kindergartens on the day of observation. [TR4.8]

Teacher Interviews. Teachers reported the frequent use of sandplay materials. Forty-five percent said sandboxes are used "daily", and 25% said they are used "2-3 times a week". [TR4.8]

Although use appears to be frequent when sandplay equipment is set up in a large minority of kindergartens (45%) this is not for the full year. Only 55% of teachers reported that sandplay activity centres are set up for 10 months of the year. [TR4.6]

4.5.6 Waterplay

Supplies. Waterplay tables were observed in 53% of kindergartens. Information provided by teachers indicated that another 16% possessed waterplay tables, but these were not observed at the time of the visitations. Thirty percent of kindergartens did not possess waterplay tables. A few teachers (8%) reported they provide waterplay activities even though they do not have waterplay tables. Substitutes such as wading pools, large basins, or tubs are used. [TR2.9]

Observed Use. Waterplay activities took place in 27% of kindergartens on the day of observation. [TR4.7]

Teacher Interviews. In most kindergartens waterplay is not available as an activity for the full ten months of the year. Only 40% of teachers reported having a waterplay centre for 10 months. [TR4.6]

Twenty-two percent of teachers indicated that waterplay equipment is used "daily", 20% said "2-3 times a week", 25% "weekly", and 12% "monthly". Twenty percent of teachers said waterplay equipment is "never" used in their kindergartens. [TR4.8]

4.5.7 Small Animals and Fish

Ten percent of kindergartens contained small animals, and 10% had fish. The majority of kindergartens do not keep small animals or fish on a regular basis. About twenty percent of teachers said they sometimes keep these for short periods of time. A few (about 10%) keep animals or fish for the entire year. Seventy-one percent said they "never" keep small animals, and 65% said they "never" keep fish. Practical reasons such as operating on alternate days, lack of space, or allergies of children were mentioned by teachers. [TR2.9:TR4.8]

4.5.8 Woodworking/Carpentry

Supplies. Thirty-four percent of kindergartens were equipped with woodworking or carpentry materials. In most instances, these were in good condition. Woodworking materials and supplies were judged to be sufficient by 43% of teachers; 43% said they did not have enough. [TR2.9]

Observed Use. Woodworking or carpentry materials were used in 16% of kindergartens on the day of observation. All use occurred during play/activity time. [TR4.7]

Teacher Interviews. Interviews with teachers confirmed that woodworking and carpentry are not prevalent activities in kindergartens. Sixty-one percent reported woodworking materials are "never" used: 10% use them "monthly", 12% "weekly", and 18% "twice a week or more". [TR4.8]

Most kindergartens do not have woodworking or carpentry activity centres. Twenty percent of teachers indicated these are set up for ten months of the year, while 61% said they are "never" set up. [TR4.6]

4.5.9 Playhouses

Supplies. Playhouses were observed in 94% of kindergartens. Equipment was judged by about two-thirds of teachers to be in good condition: a third said repairs were needed. Supplies were sufficient in about three-quarters of kindergartens although about one-quarter of teachers said they did not have enough. [TR2.9]

Observed Use. Playhouses activities took place in 51% of kindergartens on the day of observation. [TR4.7]

Teacher Interviews. Teacher interviews confirmed that playhouse equipment is used quite extensively. In most kindergartens (74%) playhouses are permanent fixtures, being set up for 10 months of the year. In 63% of classrooms they are used "daily," and in 22% they are used "2-3 times a week." [TR4.6;TR4]

4.5.10 Dress up Materials

Supplies. Eighty-two percent of kindergartens were equipped with dress up materials. Supplies were reported to be in good condition in 71% of these cases: in approximately 30% of these cases materials were in need of replacement or repair. Sixty-one percent of teachers indicated their supplies were sufficient while 37% said they did not have enough. [TR2.9]

Observed Use. Dress up activities took place in 35% of classrooms. [TR4.7]

Teacher Interviews. Most kindergartens (78%) have dress up activity centres in operation for the full 10 month period. Teachers reported that dress up materials are used quite extensively. In 49% of kindergartens children use them "daily", in 28% they are used "2-3 times a week", and in 12% they are used "weekly". [TR4.6:TR4.8]

4.5.11 Play Store

Supplies. One-third of kindergartens contained a playstore and equipment. In most instances these were in good condition. About half the teachers (49%) indicated their store and store supplies were sufficient. A large minority (41%) said they were not adequately equipped in this area. [TR2.9]

Observed Use. Twelve percent of kindergartens included playstore activities on the day of observation. [TR4.7]

Teacher Interviews. In most kindergartens playstores are not set up on a long-term basis. Only 18% of teachers indicated these are set up for the full 10 months of the year. Most teachers reported they set these up occasionally, often as an alternative to other play situations such as the playhouse. [TR4.6]

Teachers indicated that playstore activities occur quite often in about half of kindergartens, but are rare in the other half. Twenty-eight percent "never" use this equipment, and 20% use it "monthly". Sixteen percent use it "weekly", 16% "2-3 times a week", and 22% daily. [TR4.8]

4.5.12 Vehicles

Supplies. Three-quarters of kindergartens were equipped with large trucks and play vehicles. Most teachers reported these to be in good condition. About half of all teachers were satisfied with the quantity of large trucks and vehicles they had. The other half said they did not have enough. [TR2.9]

Observed Use. Large trucks and vehicles were used in 33% of kindergartens on the day of observation. Use invariably occurred during play-activity time. [TR4.7]

Teacher Interviews. Thirty-three percent of teachers reported they have a vehicle centre that operates ten months of the year, and 12% operate a vehicle centre for less than 10 months. In the remaining kindergartens (55%) vehicle activity centres are "never" set up. In most of these kindergartens vehicles are available and children do play with them. However, there is no activity centre as such. [TR4.6]

Forty-three percent of teachers indicated that large trucks and vehicles receive "daily" use, 12% said they are used "2-3 times a week", and 24% said they are used "weekly". In a few kindergartens (6%) they are used "monthly", while in 14% they are "never" used. [TR4.8]

4.5.13 Music

Piano

Supplies. Eighty percent of kindergartens had access to a piano either in the class (41%), or elsewhere in the school (39%). Most teachers indicated these were in good condition. Most teachers expressed satisfaction with the current availability of pianos. A few (8%) who do not currently have an in-class piano said they would like to have one. [TR2.8]

Observed Use. Pianos were observed in use with 22% of kindergarten classes. Average duration of use was 12 minutes. [TR4.7]

Teacher Interviews. Although pianos are available to 80% of kindergartens, only 60% of kindergartens make use of them. Thirty-nine percent of teachers said pianos are "never" used, 18% said they are used "monthly", 10% said they are used "weekly", and 32% said they are used "twice a week or more". [TR4.8]

Teachers were asked whether the main user of the piano was the "teacher with the children", "the children by themselves", or a "combination" of the two. In most instances the main user is the "teacher with the children", while in a few, a "combination" of use occurs. [TR2.8]

Other Musical Instruments.

Supplies. Sixteen percent of kindergartens have other musical instruments in the classroom while another 20% have access to these instruments. Most of these instruments were said to be in good condition.

Observed Use. On the day of observation, other instruments were used by 4% of teachers. [TR4.7]

Teacher Interviews. A third of teachers (35%) use musical instruments other than a piano (e.g., guitar) with their classes. Eighteen percent use them "once a month or less", 8% use them "weekly", and 6% use them "twice a week or more often". [TR4.8]

About half the teachers who use other instruments (53%) reported that the main user of these is "the teacher with the children". The other half (47%) reported that these are sometimes used by the teacher with the children", and sometimes by the "children themselves". [TR2.8]

Rhythm Instruments

Supplies. Rhythm instruments were available to 92% of kindergartens either in-class (45%), or elsewhere in the school (47%). These were in good condition in 87% of cases. Although most teachers (76%) indicated their supply of rhythm instruments was sufficient, 20% said they did not have enough. [TR2.8]

Observed Use. Rhythm instruments were observed in use in 8% of kindergartens. [TR4.7]

Teacher Interviews. Although not used extensively, the majority of teachers reported they make some use of rhythm instruments. Eighteen percent use them "twice a week or more", 49% use them "weekly", 24% use them "monthly," and 10% "never" use them. [TR4.8]

Teachers were asked to identify the main users of rhythm instruments: "the teacher with the children", "the children by themselves", or a "combination" of these. Thirty-eight percent reported the main users are "the children by themselves", while 53% reported a "combination" of use. [TR2.8]

4.5.14 Computers

Supplies. The majority of kindergartens (92%) had access to computers which were in good condition. In most instances these were drawn from a general school supply, although a few kindergartens (14%) had their own. [TR2.8]

Twenty-two percent of teachers indicated that they did not have enough computers, while 33% reported a shortage of computer software. [TR2.8]

Observed Use. Computers were observed being used in 24% of kindergartens. Average duration of use was 25 minutes. In most instances (18%), computer activities took place during the play-activity session. In 4% they were part-group activities, and in 2% whole-group activities. [TR4.7]

Teacher Interviews. Although available to 92% of kindergartens, 25% of teachers said they "never" use computers. Twenty percent reported using them "monthly", 20% "weekly", and 22% "twice a week or more often". [TR4.8]

Thirty-nine percent of teachers reported that computers are used mainly by the "children", 6% said they are used mainly by the "teacher with the children", and a third (33%) said they are used by a "combination" of the two. (TR2.8]

4.5.15 Physical Education Equipment and Materials

Supplies. A majority kindergartens had access to a variety of balls (96%), games equipment (88%), large activity equipment (92%), perceptual-motor equipment (75%), wall climbing units (75%), and miscellaneous general equipment (75%). Only a few kindergartens had access to a portable mini-gym (28%), or an indoor tunnel (24%). [TR2.8]

In most instances physical education equipment was part of the general school supply and was not designated specifically for the kindergarten. The most frequently found type of in-class equipment was balls, observed in 31% of classrooms, followed by miscellaneous general equipment (27% of classrooms), and games equipment (12% of classrooms). Other types of equipment were found in less than 10% of classrooms. [TR2.8]

All types of existing physical education equipment were judged by more than 90% of teachers to be in good condition. [TR2.8]

Supplies of balls, games equipment, large equipment, and miscellaneous general equipment were reported to be adequate by three-quarters of teachers or more. There were several types of equipment of which more than a quarter of kindergartens either had none or had insufficient amounts, in the opinions of teachers. These included perceptual motor equipment, wall climbing units, portable mini-gyms, and tunnels. [TR2.8]

Observed Use. During the observations, balls were used by 14% of kindergartens, large activity equipment by 14%, perceptual motor equipment by 20%, and a mini-gym by 8%. In most instances, use occurred during whole-group activities. [TR4.7]

Teacher Interviews. Teachers reported the most frequently used type of physical education equipment is "balls or other tossing equipment". Balls are used "twice a week or more" by 42% of classes, and "weekly," by 33%. [TR4.8]

Perceptual-motor equipment is used "twice a week or more often" by 25%, and "weekly" by 32%. A large minority (41%) use perceptual motor equipment infrequently, either "monthly", (16%), or "never", (25%).

Large activity equipment is used "twice a week or more often" by 26% of kindergartens, "weekly" by 27%, and "monthly" by 16%. Twenty-nine percent of teachers reported they "never" use large equipment.

Teachers were asked to identify the main users of physical education equipment: the "teacher with the children", the "children by themselves", or a "combination" of these. "Children by themselves" were identified as the main users in about one-half of kindergartens.

4.5.16 Listening Equipment

Supplies. Record players were located in 94% of kindergarten classrooms while cassette decks were located in 75%. About half of kindergarten classrooms (51%), had their own listening sets. [TR2.8]

Although a few kindergartens did not have their own equipment, all kindergartens had access to record players and cassette decks. Eighty percent had access to listening sets. [TR2.8]

The majority of teachers who had access to the equipment indicated they had enough record players (94%), cassette decks (92%), and listening sets (75%). Most listening equipment was in good condition. This applied to 90% of record players; 88% of cassette decks; and 95% of listening sets. [TR2.8]

Observed Use. Listening sets were observed in use in 12% of kindergartens. Record players or tape cassettes were used in about half (55%) of kindergartens. Use of listening equipment occurred during whole-group situations (37% of kindergartens), play-activity situations (8%), and both whole-group and play-activity situations. [TR4.7]

Teacher Interviews. Teachers confirmed that record and cassette players are used frequently in kindergartens (67% and 55%). [TR4.8]

There was wide variation in the reported use of listening sets. Thirty-seven percent of teachers said they use these "daily", while 27% "never" use them. [TR4.8]

Teachers reported that the main user of record players and cassette decks is either "the teacher with the children", (app. 40-50% of kindergartens) or a combination of the "the teacher with the children and the children by themselves" (app. 40-50% of kindergartens). In contrast, main users of listening sets are "the children by themselves," (63% of kindergartens that have sets), and a combination of the "teacher with the children and the children by themselves" (32% of kindergartens that have sets). [TR2.8]

4.5.17 Viewing Equipment

Supplies. The majority of kindergartens had access to filmstrip projectors (94%), slide projectors (82%), movie projectors (94%), overhead projectors (92%), and a screen or projection area (96%). Ninety percent of kindergartens had access to a television monitor; 78% had access to a VCR Recorder; and 51% had access to a VCR Camera.

In only a few instances was viewing equipment housed in the kindergarten classrooms: usually it was part of the general school supply. [TR2.8]

More than 90% of teachers with the equipment reported that viewing equipment was in good condition, and that supplies were sufficient.

Observed Use. Although most types of viewing equipment are available to kindergartens, [TR2.8], these were not used extensively on the day of observation. Films or movies were used in 4% of kindergartens (whole-group activities), and filmstrips and viewmaster slides in 4% (play activities). [TR4.7)

Teacher Interviews. The majority of teachers reported that regular television programming, VCR cameras, viewmasters, overhead projectors, and slide projectors, are almost never used. [TR4.8]

In most instances teachers with the equipment reported that viewing equipment is used mainly by "the teacher with the children".

4.5.18 Paper and Pencil Materials

Supplies. Paper and pencil materials were observed in 88% of kindergartens. Fifty-nine percent had perceptual-motor materials, 73% had math or conceptual materials, and 75% had language development materials. About half of kindergartens (47%) were equipped with all three types of paper and pencil materials. [TR2.9]

Observed Use. Paper and pencil materials were used in half of kindergartens (49%) on the day of observation. Perceptual-motor materials were used in 8%, math in 20% and language development in 35%. More than one type of paper and pencil material was used in 14% of kindergartens. [TR4.7]

Paper and pencil materials were used in whole-group activities (8% of kindergartens), part-group activities (6% of kindergartens), play activities (22% of kindergartens), and both play and group activities (14% of kindergartens).

Full-day kindergartens tended to use paper and pencil math materials and language development materials more than half-day programs. These were used in 64% of full-day programs, but only 35% of half-day programs.

Teacher Interviews. About 20% of teachers reported they "never" use paper and pencil materials. The remainder make moderate use of these. About a quarter to a third of kindergartens use them "twice a week or more often", a quarter to a third use them "weekly", and a quarter to a third use them "monthly". [TR4.8]

About a third of kindergartens (37%) have printing and storywriting activity centres that are set up for the full ten months. [TR4.6]

4.5.19 Language Development Materials

Books

Supplies. One hundred percent of kindergartens were equipped with story-books of various kinds. Most were in good condition. Three-quarters of teachers indicated their supplies of books were sufficient: one quarter said they did not have enough. [TR2.9]

Observed Use. Children were observed reading or looking through books in 33% of kindergartens. This occurred both during play activities and during whole-group activities such as trips to the library. [TR4.7]

Books were also used by teachers. This was observed in 65% of kinder-gartens, in all instances during whole-group sessions. Average time in use was 10 minutes. [TR4.7]

Teacher Interviews. Teachers confirmed that books are used extensively. More than 90% of children and teachers use books "twice a week or more often". Most use them daily. [TR4.8]

Recorded Stories

Observed Use. Children made use of recorded stories and tapes in 12% of kindergartens during play-activity sessions. [TR4.7] Recorded stories were used by teachers in whole-group situations in 2% of kindergartens. [TR4.7]

Teacher Interviews. Teachers reported that recorded stories are used frequently by both children and teachers. Children and teachers in about half of kindergartens use them "twice a week or more often", while about a quarter use them "weekly". [TR4.8]

Puppets

Supplies. Fifty-seven percent of kindergartens had supplies of puppets. Seventy-two percent of teachers who had puppets reported that their puppets were in good condition. About two thirds of teachers said their supplies of puppets were sufficient: one third said they did not have enough. [TR2.9]

Observed Use. Sixteen percent of kindergartens made use of puppets during the observations. In half these instances use occurred during play-activity sessions; in half use occurred during group sessions. [TR4.7]

Teacher Interviews. Teachers indicated that puppets are used somewhat more frequently than was observed. Thirty-one percent of teachers reported using puppets "twice a week or more", while 31% use them "weekly". About a third of teachers use puppets infrequently or not at all. [TR4.8]

Language Experience Charts

Observed Use. Language experience charts were used in 8% of kindergartens on the day of observation. Use invariably occurred during whole-group activities. Average time in use was 5 minutes. [TR4.7]

Teacher Interviews. About a third of teachers (37%) reported they use experience charts "daily", 14% use them "2-3 times a week", and 29% use them "weekly". [TR4.8]

Commercial Reading Readiness Materials

Observed Use. Reading readiness materials such as vocabulary kits and flashcards were used in 39% of kindergartens. Most often, use occurred during whole-group sessions. Average time in use was 26 minutes. [TR4.7]

Teacher Interviews. Just over half the teachers report that they use reading readiness materials every week; twenty percent use them daily. [TR4.8]

Calendars, Charts, Pictures

Use. Eighty-two percent of classrooms made use of various types of calendars, pictures, or charts during whole-group discussions or instruction. [TR4.7]

4.6 FIELD TRIPS

During the interviews teachers were asked how many field trips, excursions, or outings their class had undertaken over the past year. Ninety- eight percent of classes had made at least one trip. Table 4.8 lists the places or events visited by kindergartens.

TABLE 4.8
FIELD TRIPS

PLACES OR EVENTS	% OF K'S THAT VISITED
1. School or School Grounds	82%
2. Nature Walks Away From School	73%
3. Parks/Zoo	63%
4. Farms	43%
5. Cultural/Religious Events	39%
6. Community Shops/Businesses	37%
7. Museums,Churches	33%
8. Community Services	25%
9. Sports Centres, Rinks, Arenas	25%
10. Movies, Plays, Concerts	25%

[TR4.14]

The most common outing, undertaken by 82% of classes, was a school or school grounds excursion. The number of these excursions ranged from one in 14% of kindergartens to 7 or more in 22%. Overall average number of excursions was six.

Nature walks away from the school were also fairly common, being undertaken by 73% of classes. These walks occurred less frequently than school/school grounds excursions, ranging from one in 18% of kindergartens, to 7 or more in 14%. Average number was four.

Ninety-two percent of kindergarten classes made trips other than school/school grounds excursions or nature walks. The most common trips were parks/zoo (63%) and farms (43%).

Average number of trips other than school excursions or nature walks was six. Number of trips ranged from one or two for 6% of classes, to 15 or more for 10%.

Most teachers support field trips and outings as an effective means of increasing the experiences of kindergarten children: 71% said field trips are "very" effective while 22% said they are "moderately" effective. The trip recommended most by teachers (29%) was the farm. [TR4.13]

Main problems in conducting field trips were identified as lack of transportation (27%), and lack of funds (22%). [TR4.13]

SUMMARY AND RECOMMENDATIONS

WHOLE-GROUP SESSIONS

The most frequent types of whole-group activities are oral-language activities, group instruction, reading stories to the whole class, as well as music and singing. These activities were observed in the majority of classrooms and were reported to be daily activities by the majority of teachers.

The development of listening and speaking skills, cognitive abilities, and reading and writing skills were the primary objectives of observed whole-group activities.

The dialogue and product of whole-group sessions tended to be closed, or partly open and partly closed, rather than open-ended.

RECOMMENDATIONS

- KINDERGARTENS SHOULD SPEND LESS TIME ON WHOLE-GROUP ORAL LANGUAGE ACTIVITIES AND WHOLE-GROUP INSTRUCTION SINCE CHILDREN DEVELOP ORAL LANGUAGE BEST IN SITUATIONS THAT ARE MEANINGFUL TO THEM AND NOT IN TEACHER-DIRECTED, WHOLE-GROUP SITUATIONS (37).

- MOST WHOLE-GROUP TIME SHOULD BE SPENT ON THE FOLLOWING TYPES OF ACTIVITIES: PHYSICAL ACTIVITIES (GYMNASIUM, MOVEMENT AND DANCE, GAMES, OUTDOOR SESSIONS), MUSIC AND SINGING, READING STORIES, FILMS, LIBRARY VISITS, AND PLANNING TIME (38).

PART-GROUP SESSIONS

Part-group sessions occurred in 29% of kindergartens. Most frequently, part-group activities involved arts and crafts, oral-language development, and group instruction.

The primary objectives of part-group activities were cognitive development and the development of listening and speaking skills.

Part-group sessions tended to be more structured than either whole-group activities or play activities: more than half (56%) were closed, i.e., the end product was determined and the dialogue was restricted.

RECOMMENDATIONS

- ALTHOUGH THERE ARE SOME SITUATIONS THAT ARE AMENABLE TO PART-GROUP SESSIONS, IN GENERAL PART GROUPS SHOULD BE AVOIDED AS A WAY OF ORGANIZING THE CLASS FOR LARGE PORTIONS OF THE DAY (39).

- WHERE USED, PART GROUPS (SMALL GROUPS) SHOULD BE LOOSELY FORMED AND READILY CHANGED. PERMANENT OR LONG-LASTING ABILITY GROUPS SHOULD BE AVOIDED (40).

PLAY ACTIVITIES

Play activities occurred in 94% of kindergartens.

Primary objectives of observed play activities were the development of fine motor skills, the development of listening and speaking skills, and cognitive development.

Play activities tended to be more open-ended than either whole-group or part-group activities. In about half of kindergartens, play activities were either all open-ended or mostly open-ended. Slightly more than half of all the play activities that were observed in all kindergartens were open-ended.

There were, on average, 7.8 play activities per kindergarten, ranging from none in three classrooms to 15 in one classroom.

The most frequently observed play activity, occurring in two-thirds of kindergartens, involved sorting and classifying.

Three-quarters or more of teachers indicated that the following play activities are available to children for the entire kindergarten year: playing house, drawing and painting, handling large manipulatives, using educational games, artwork construction, manipulative perceptual centres, dress up, and library.

Sandplay was observed in 43% of kindergartens. About half make sandplay available to children for the full ten months of the year.

On average, waterplay activities are made available to children for 5.9 months of the year. One fifth of all kindergartens never have waterplay.

Woodworking or carpentry activities were observed in only 16% of kindergartens. Teachers confirmed these activities occur infrequently. Sixty-one percent said they "never" occur.

Only a third of kindergartens were equipped with playstore materials and playstore activities took place in only 12% of kindergartens on the day of observation. A quarter of teachers reported they "never" provide playstore activities.

Cooking and food preparation were observed in only 6% of kindergartens. A quarter of teachers reported that they never undertake cooking or food preparation activities, and most teachers provide them infrequently.

The observers found that, in art activities, there was often little creativity: all children followed the same directions or outlines for cutting and pasting, producing the same end products.

USE OF MATERIALS AND EQUIPMENT

Frequent Use. Materials and equipment used frequently (several times a week for most of the year in most kindergartens) include materials and/or equipment for artwork construction, painting and drawing, puzzles and games, large and small manipulatives, sorting and classifying, dress up, playhouse, and listening activities.

Moderate Use. Materials and equipment used moderately often (once a week for most of the year, or several times a week for half the year) include: sandboxes and equipment; modelling materials; pianos and rhythm instruments; physical education materials (perceptual-motor, balls, and large equipment); reading readiness materials (kits, flashcards); language experience charts; and paper and pencil materials.

Infrequent Use. Materials and equipment used infrequently (less than once a week for part of the year; or weekly or more often for three or four months) include: computers, non-creative colouring materials, waterplay equipment and materials, vehicles and toys, puppets, mini-gyms, indoor tunnels, rest materials, small animals and fish, woodworking and carpentry materials, playstores and equipment, viewing equipment, cooking and food preparation materials, musical instruments other than pianos, sand substitutes, basal readers, and puppets.

Most kindergartens appear to be providing a variety of play activities. Teachers are to be commended for the extensive manner in which they are making use of large and small manipulatives, sorting and classifying materials, and puzzles and educational games.

Also being used extensively are craft construction materials as well as painting and drawing materials. It is encouraging to note that few teachers are using non-creative, duplicated colouring materials.

RECOMMENDATIONS

- BASIC ACTIVITIES. THE FOLLOWING BASIC ACTIVITIES SHOULD BE PROVIDED IN ALL KINDERGARTENS FOR THE FULL TEN MONTHS OF THE YEAR.

    1. PLAY WITH BLOCKS AND LARGE MANIPULATIVES
    2. DRAMATIC PLAY (HOUSE, COMMUNITY, DRESS-UP, RESTAURANT, ETC.)
    3. SANDPLAY
    4. WATERPLAY
    5. LISTENING/LIBRARY
    6. EXPLORATION AND DISCOVERY (MATH/SCIENCE)
    7. ART CONSTRUCTION
    8. USE OF SMALL MANIPULATIVES, GAMES, PUZZLES
    9. WOODWORKING/CARPENTRY/CONSTRUCTION
    10. SPECIAL INTEREST (41).

- DRAMATIC PLAY. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF OTHER TYPES OF ROLE PLAYING SITUATIONS, IN ADDITION TO PLAYHOUSES. FOR EXAMPLE, STORES, SHOPS, AND SERVICES SUCH AS HOSPITALS SHOULD BE SET UP IN CONJUNCTION WITH, OR OCCUR AS SUBSTITUTES FOR, PLAYHOUSES (42).

- OTHER CENTRES. IN ADDITION TO THE TEN CENTRES SPECIFIED ABOVE, OTHER CENTRES INCORPORATING SUCH ACTIVITIES AS COOKING, USE OF COMPUTERS, OR PHYSICAL ACTIVITIES SHOULD BE ADDED TEMPORARILY, OR PERMANENTLY, DEPENDING ON AVAILABLE SPACE AND EQUIPMENT, AND THE PARTICULAR NEEDS OF THE CHILDREN (43).

- COOKING AND FOOD PREPARATION. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF COOKING AND FOOD PREPARATION ACTIVITIES. (44).

- PAPER AND PENCIL MATERIALS. THE USE OF STENCILED WORKSHEETS AND WORKBOOKS SHOULD BE DISCOURAGED IN KINDERGARTENS. THESE ARE INAPPROPRIATE FOR BOTH HALF-DAY AND FULL-DAY KINDERGARTENS (45).

- CREATIVE WRITING CENTRES. THESE PERMIT CHILDREN TO CREATE AND WRITE THEIR OWN STORIES AND SHOULD BE ENCOURAGED. PAPER AND A VARIETY OF WRITING INSTRUMENTS (PENCILS, MARKERS) SHOULD BE AVAILABLE FOR CHILDREN WHO CHOOSE TO WRITE OR DICTATE STORIES (46).

- PUPPETS. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF PUPPETS AND PUPPET THEATRES (47).

- ARTS AND CRAFTS. ART ACTIVITIES SHOULD BE MORE OPEN-ENDED, ALLOWING CHILDREN TO EXERCISE CREATIVITY AND SPONTANEITY (48).

- ALL CENTRES SHOULD BE EQUIPPED WITH A VARIETY OF MATERIALS AND EQUIPMENT, FROM SIMPLE TO COMPLEX (49).

FIELD TRIPS

Field trips appear to be important components of the overall activities of kindergartens. On average, kindergartens made six school or school grounds excursions; four nature walks away from the school grounds; and six trips to other places or events. Most teachers believe field trips and outings are effective ways of increasing the experiences of kindergarten children.

RECOMMENDATIONS

- THE CONTINUED USE OF FIELD TRIPS AND OUTINGS IS RECOMMENDED (50).

CHAPTER 5

TEACHER-CHILD INTERACTION

5.1 INTRODUCTION

In addition to the content of activities, which was described in the previous chapter, the kinds of interaction that take place between teachers and children are important elements of kindergarten programs. This chapter looks at several aspects of the interactive process and includes:

5.2 Types of Teacher Participation
5.3 Verbal Interaction
5.4 Types of Child Participation
5.5 Choice of Activities
Summary and Recommendations

5.2 TYPES OF TEACHER PARTICIPATION

The Observer Teams used a checklist to record the ways in which teachers participated during each session. General categories included:

1. Instruct, explain, demonstrate;
2. Give orders, discipline;
3. Ask questions, make children talk, verify comprehension;
4. Converse, encourage spontaneous expression, ask questions;
5. Engage, alongside children, in games or activities;
6. Praise, encourage, comfort.

In addition to recording the types of participation that occurred during each session, the observers ranked these from the most frequent to the least frequent.

Table 5.1 shows the average ranking for the six types of participation in all sessions. The most frequently observed type of teacher participation was "ask questions, make children talk, verify comprehension."

A close second to "asking questions" was "instruct, explain, demonstrate".

In the middle range of frequency was "converse, encourage spontaneous expression, answer questions".

Although "praise, encourage, comfort" was the fourth most frequent type of participation, its occurrence was noted during more sessions (77%) than any other type.

Number five, "give orders, discipline", was ranked fifth or sixth in nearly two-thirds of kindergartens (66%).

The least frequently observed type of participation was "engage alongside children, in games or activities". This occurred in about half the sessions.

TABLE 5.1

ORDER OF FREQUENCY OF TYPES OF TEACHER PARTICIPATION

ORDER	MEAN SCORE OF RANKINGS	TYPES OF PARTICIPATION	% OF SESSIONS IN WHICH THE PARTICIPATION WAS OBSERVED
1	2.5*	Ask Questions, Make Children Talk, Verify Comprehension	74%
2	2.6	Instruct, Explain, Demonstrate	75%
3	3.1	Converse, Encourage Spontaneous Expression, Answer Questions	70%
4	3.9	Praise, Encourage, Comfort	77%
5	4.7	Give Orders, Discipline	56%
6	4.8	Engage, Alongside Children, in Games or Activities	51%

[TR5.1] *Lower number indicated higher ranking

Table 5.2 shows that there were some differences in the types of teacher participation that occurred during different types of sessions.

"Instruct, explain, demonstrate", was the most frequent type of teacher participation in whole-group sessions and in combined sessions, but was relatively infrequent in part-group or play-activity sessions.

"Give orders, discipline" was consistently at the bottom of the scale, ranking 5th or 6th for all types of sessions.

"Ask questions, make children talk, verify comprehension" was the most frequently observed type of participation in part-group sessions. It also ranked relatively high (#2 or #3) in other types of sessions.

There was considerable difference between whole-group sessions and play-activity sessions in the relative frequency of the category "converse, encourage spontaneous expression, answer questions". This was the most frequently observed type of participation in play-activity sessions, but was number four in whole-group sessions. As one would expect, "engage alongside children in games or activities" ranked somewhat higher during

play-activity sessions than other types of sessions. However, it was still relatively infrequent compared to other types of participation, ranking number four. Teachers were inclined to use play-activity sessions to "converse," to "praise, comfort and encourage," and to "ask questions," rather than to "engage in games or activities."

TABLE 5.2

RANKING OF TYPES OF TEACHER PARTICIPATION, BY TYPES OF SESSIONS

	TYPES OF SESSIONS			
	Whole-Group	Part-Group	Play-Activity	Combined Session
Type of Participation	Rank	Rank	Rank	Rank
Instruct, Explain, Demonstrate	1	4	5	1
Give Orders, Discipline	5	5	6	6
Ask Questions, Make Children Talk, Verify Comprehension	2	1	3	3
Converse, Encourage Spontaneous Expression, Answer Questions	4	2	1	2
Engage, Alongside Children, in Games or Activities	6	6	4	5
Praise, Encourage, Comfort	3	3	2	4

5.3 VERBAL INTERACTION

For each session the observer teams were asked to note who did most of the talking: 1) the teacher or person conducting the session; 2) approximately equal between the teacher and children; or 3) the children. These scores were averaged to give an overall rating for each type of session for each kindergarten.

Whole-Group Sessions. Verbal interaction during whole-group sessions tended to favour the teacher rather than the children. In 46% of kindergartens, the teacher did most of the talking during whole-group sessions, and in 46% talking was approximately equal between the teacher and children. In 8% of kindergartens, the children did most of the talking during whole-group sessions.

Part-Group Sessions. There was no predominant type of verbal interaction during part-group sessions. In 36% of cases, the teacher and children shared talking equally; in 43% the children did most of the talking, and in 21% the teacher did most of the talking.

Combined Sessions (Both Small-Group and Play-Activity). In two-thirds of kindergartens where combined sessions occurred the children did most of the talking. In a third, talking was approximately equal between the teacher and the children.

Play-Activity Sessions. Play-activity sessions were times during which the children did most of the talking. This applied to 95% of kindergartens. In 5%, talking was approximately equal between the teacher and the children. [TR5.2]

5.4 CHILD PARTICIPATION

The Observer Teams used a checklist to record the occurrence of six types of child participation during each session.

Table 5.3 lists the six types of participation from the most frequently observed to the least frequently observed. Ninety percent or more of the time children displayed "ease with the teacher and each other", "respect for materials", "perseverance", and "interest and enthusiasm". On average "freedom of verbal expression" was evident 83% of the time. The least frequently noted type of child participation was "creativity and initiative" which was observed 49% of the time.

TABLE 5.3

FREQUENCY OF DIFFERENT TYPES OF CHILD PARTICIPATION

ORDER	TYPES OF PARTICIPATION	AVERAGE % OF TIME TYPE OF PARTICIPATION OCCURRED
1	Ease With Teacher and Each Other	96%
2.	Respect for Materials	95%
3.	Perseverance/Completion of Tasks	91%
4.	Interest and Enthusiasm	90%
5.	Freedom of Verbal Expression	83%
6.	Creativity and Initiative	49%

[TR5.3]

5.5 CHOICE OF ACTIVITIES

5.5.1 Whole-Group Sessions

For each group session, observers were asked to indicate whether children could choose between participating in the activity and doing something else. In 72% of kindergartens children were given no choice. In 22% they were given a choice of participating in "some" of the whole-group activities. In only 2% was a choice allowed for all whole-group activities. [TR5.4]

5.5.2 Part-Group Sessions

As described in Chapter 3, adult-directed part-group sessions occurred in only 29% of classrooms. In the majority of kindergartens where part-group sessions did occur, the teacher assigned the children to the groups and the children did not have a choice of participating. In a few cases children were given a choice. [TR5.4]

5.5.3 Play Activities

Observations. The Observer Teams recorded the methods by which children were assigned to activities during play-activity sessions. These included:

1. Free Choice. Children chose the activities they wished, from those that were available.

2. Free Choice: Numerical Limitations. Children chose their activities, but there were limits to the number of children that could participate in some or all activities.

3. Restricted Choice. Children chose from two or three activities specified by the teacher.

4. Teacher Selection. The teacher assigned children to activities or rotated them through activities on a scheduled basis.

In 73% of kindergartens children were given free choice of activities, although in nearly half of these there were limits on the number of children that could select specific activities. Restricted choice of activities was observed in 12% of classrooms, while teacher selection occurred in 10%. (TR5.5]

Teacher Interviews. Teacher interviews confirmed that free choice is the most frequently used method of structuring children's play activities. Ninety-four percent of teachers said they use this method most days. [TR5.5]

Although most teachers said they use free choice on a daily basis, most also indicated that this choice is not entirely free. Ninety-two percent said they limit the number of children that can participate in some activities; 33% limit all play activities while 59% limit some. [TR5.5]

Children's choices of activities are also influenced by the suggestions of teachers. Eighty-eight percent of teachers indicated that during free-choice sessions they may make suggestions to children or try to guide them to select other activities. Twenty percent of teachers do this every day, while 69% do it once in a while.

Less frequently used methods of assigning children to play activities are restricted choice and teacher selection. About three-quarters of teachers indicated they use restricted choice, although only 27% use it daily. Similarly, teacher-selection is used in three-quarters of kindergartens, but only 20% use it daily. [TR5.5]

Planning of Play-Activity Sessions. Planning sessions were observed prior to the main play session in 41% of kindergartens. A planning board was used in 27% of classrooms. [TR5.5]

Planning sessions were observed less frequently in kindergartens where children had a free choice of activity than in others. The more restricted the choice of activity, the greater the proportion of kindergartens that held planning sessions. Planning sessions were held in 19% of kindergartens where there was free choice; 50% of kindergartens where there was free choice with numerical restrictions; 67% of kindergartens where there was restricted choice; and 100% of kindergartens where there was teacher selection.

The observed frequency of planning sessions was confirmed by teachers. Forty-seven percent indicated they usually have a planning session with children prior to play and activity sessions, and one quarter said they sometimes do.

Movement. Movement from one activity to another during play sessions was observed in 82% of kindergartens. During the interviews 82% of teachers indicated that children are "usually" allowed to move from one activity to another and 10% said this is allowed "sometimes." [TR5.5]

The main rules for moving from one activity to another were identified as: "finish tasks"; "put materials away"; and "wait until space is available at limited centres." Each of these rules was observed in operation in about half of all kindergartens. [TR5.5]

Very few kindergartens required that children move from one activity to another at periodic intervals. This was observed in 6% of classrooms, and was reported by 6% of teachers. [TR5.5]

Clean-up. During the interviews teachers were asked how clean-up is accomplished. Most teachers (82%) indicated that the whole group usually cleans up at the same time following the play-activity session. On the day of observation, this applied to 69% of kindergartens. [TR5.5]

In addition to the whole class cleaning up after the session children frequently cleaned up after themselves during the session, most often when they wished to change activities. This was observed in 49% of classrooms, and was mentioned by 51% of teachers.

In 12% of kindergartens clean-up was carried out by the teacher or teacher aide. Ten percent of teachers identified this as the main method of clean-up. [TR5.5]

No clean-up was observed in 10% of kindergartens. (TR5.5]

Record Keeping. Teachers were asked if they keep records of children's play and, if so, how often this is done. Sixty-two percent of kindergarten teachers indicated they record the activities or centres each child uses: 37% keep records "daily", while 25% keep them "sometimes". [TR5.5]

Most of the teachers from kindergartens where play activities were restricted or teacher-selected indicated they keep records. Slightly more than half the teachers from kindergartens where there was free choice, or free choice with numerical restrictions, said they keep records.

In the majority of cases where records are kept, the teacher keeps files on the children. In a few cases, the children record their own activities on sheets or in books. [TR5.5]

The main purposes of record keeping were identified by teachers as: "to assist in assessing needs or interests of children"; "to provide information for reporting to parents"; and "to identify the most popular activities".

SUMMARY AND RECOMMENDATIONS

TYPES OF TEACHER PARTICIPATION

The types of teacher participation, placed in order according to the total amount of time that they occupied during the observations, were: 1) asking questions, getting children to talk, verifying comprehension; 2) instructing, explaining, demonstrating; 3) conversing, encouraging spontaneous expression, answering questions; 4) praising, encouraging, comforting; 5) giving orders, disciplining; and 6) engaging, alongside children, in games or activities.

Teachers are to be commended for the extent to which they provided "praise, encouragement, and comfort" to their children. Although this ranked number four in terms of the actual amount of time it occupied, it occurred in more sessions than any other type of participation.

It is also encouraging to note the relative infrequency with which teachers "gave orders and disciplined" children on the day of observation.

The types of teacher participation that were observed during different types of sessions lends some support to the contention that play-activity sessions may be better vehicles for oral language development than whole-group sessions. Teachers were more inclined to "instruct, explain, and demonstrate" during whole-group sessions than during play-activity sessions. On the other hand, play-activity sessions saw more "conversation, spontaneous expression, and answering of questions" than whole-group sessions.

VERBAL INTERACTION

Verbal interaction during whole-group sessions tended to be dominated by the teacher rather than the children. In play-activity sessions the children did most of the talking. The Technical Advisory Committee suggests that play-activity sessions are more appropriate for oral language development.

RECOMMENDATIONS

- KINDERGARTEN ACTIVITIES SHOULD MAXIMIZE OPPORTUNITIES FOR ORAL LANGUAGE DEVELOPMENT (51).

These findings support the previous recommendation that the amount of time allocated to play-activity sessions should be increased.

- DURING PLAY/ACTIVITY SESSIONS TEACHERS SHOULD JOIN INTO THE ACTIVITIES OF INDIVIDUALS OR SMALL GROUPS AS THIS INCREASES THE OPPORTUNITIES FOR ORAL LANGUAGE DEVELOPMENT (52).

TYPES OF CHILD PARTICIPATION

Creativity and initiative were not as prevalent to the observers as other aspects of child participation such as the ease between children and teachers, respect for materials, perseverance, interest, and enthusiasm.

RECOMMENDATIONS

- IF TEACHERS WISH TO INCREASE OPPORTUNITIES FOR CREATIVITY AND INITIATIVE, PRODUCT-ORIENTED ART, WORKSHEET ACTIVITIES, AND WHOLE-GROUP LESSONS SHOULD BE DISCOURAGED (53).

CHOICE OF ACTIVITIES

Group Sessions

Generally, kindergarten children are expected to participate in group sessions.

Play Activities

Free choice is the most common method of assigning children to activities during play sessions. However, there are usually limits to the number of children that are allowed to participate in specific activities at the same time. It is also common for teachers to make suggestions to children or attempt to influence their choices of activities.

About three-quarters of teachers occasionally assign children to activities or restrict their choices to two or three activities. In about a quarter of kindergartens, teachers do this daily. When this occurs, children are usually allowed to choose some of their activities, while the teacher assigns them to others. It is rare for children to be given no choice.

Planning Sessions. About half of kindergartens usually have a whole-class planning session prior to the main play-activity session; another quarter sometimes do. Planning sessions were observed more frequently in kindergartens where children had no choice or a restricted choice of activities than in kindergartens where children could choose freely.

Planning sessions are important vehicles by which children learn to set priorities and make choices; therefore, they should be encouraged. They are, however, as important for free choice situations as for restricted choice situations. Observations suggest that planning sessions may be overemphasized as vehicles for "guiding" or "restricting" the choice of children.

Movement. In the majority of kindergartens children are allowed to move from one activity to another, provided space is available and rules such as finishing tasks or putting materials away are followed. Only rarely (6% of kindergartens) are children required to change activities at periodic intervals.

Clean-up. In most kindergartens (approximately 80%), clean-up is accomplished by the whole class at the end of the play-activity session. In about half of kindergartens, children also clean up after themselves during the play-activity session, particularly if they wish to change activities. In a few cases (approximately 10%), clean-up is carried out by the teacher or paraprofessional.

Record Keeping. About a third of teachers keep daily records of the play activities each child undertakes; another quarter keep occasional records. Primarily, teachers use this information to assess the needs and interests of children and to provide information for reporting to parents.

RECOMMENDATIONS

- GROUP SESSIONS. BOTH WHOLE-GROUP AND PART-GROUP SESSIONS SHOULD ALLOW CHILDREN SOME CHOICES (54).

- PLAY ACTIVITIES. DURING PLAY/ACTIVITY SESSIONS, TEACHERS SHOULD MAXIMIZE OPPORTUNITIES FOR CHILDREN TO CHOOSE FREELY FROM A WIDE VARIETY OF ACTIVITIES, EQUIPMENT, AND MATERIALS (55).

- PLANNING. PLANNING SESSIONS SHOULD NOT BE USED TO RESTRICT THE CHOICES OF CHILDREN, BUT RATHER TO ENABLE CHILDREN TO LEARN TO SET PRIORITIES AND MAKE CHOICES (56).

- MOVEMENT. DURING ACTIVITY SESSIONS, CHILDREN SHOULD GENERALLY BE ALLOWED TO MOVE FREELY FROM ONE ACTIVITY TO ANOTHER (57).

- CLEAN-UP. CHILDREN SHOULD BE ENCOURAGED TO PARTICIPATE IN CLEAN-UP, WHETHER IT OCCURS AT THE END OF AN ACTIVITY OR AT THE END OF PLAY TIME. THIS SHOULD BE A POSITIVE EXPERIENCE FOR BOTH THE CHILDREN AND THE TEACHER (58).

- RECORD KEEPING. THE PRIMARY PURPOSE FOR OBSERVATION AND RECORD KEEPING SHOULD BE TO PLAN PROGRAMMING BASED ON CHILDREN'S NEEDS. IT IS RECOMMENDED THAT SCHOOL DIVISIONS EXPAND THE OPPORTUNITY FOR TEACHERS TO DEVELOP OBSERVATION AND RECORD-KEEPING SKILLS THROUGH PROFESSIONAL DEVELOPMENT ACTIVITIES (59).

CHAPTER 6

ASSESSMENT OF KINDERGARTEN CHILDREN

6.1 INTRODUCTION

This chapter discusses the methods by which kindergarten children are assessed, use of assessment results, and the ways in which progress is reported to parents. The Chapter includes:

6.2 Assessment of Students
6.3 Testing of Students
6.4 Parents: Reporting and Communicating
Summary and Recommendations

6.2 ASSESSMENT OF STUDENTS

Kindergarten teachers were asked whether they keep records of each child's progress, what types of assessment techniques they use, and how often.

The majority of teachers reported that they keep records. A third record information "weekly or more often", 51% record information "once or twice a month", and 12% record information "less than monthly" or "never". [TR6.1]

Table 6.1 lists assessment techniques from most frequently used to least frequently used. The most frequently used technique was identified by teachers as "recording general observations". Thirty-three percent of teachers use this technique "daily", and 20% use it "weekly". [TR6.2]

"Recording anecdotes", the second most frequent technique, is used "daily" by 20% of teachers, and "weekly" by 29%. [TR6.1]

In the middle range of frequency are "saving samples of children's work", "completing observation checklists", and "administering oral tests". These techniques are used "weekly or more often" by approximately one-quarter of teachers.

Seventy percent of teachers use observation checklists. Most of these were developed by the kindergarten teacher. [TR6.1]

Teachers reported that "paper and pencil" tests are rarely used in most kindergartens. Forty percent said these are administered "less than monthly", and 43% said they are "never" used. [TR6.1]

TABLE 6.1

FREQUENCY OF USE OF ASSESSMENT TECHNIQUES
BY KINDERGARTEN TEACHERS

Order	Assessment Techniques	MEAN
1.	Recording General Observations of Skills, Growth, etc.	3.3
2.	Recording Anecdotes (Narratives of Incidents and Occurrences)	2.9
3.	Saving Samples of Children's Work	2.4
4.	Completing Observation Checklists	1.9
5.	Administering Oral Tests	1.8
6.	Administering Paper and Pencil Tests	.9

Mean: 5=Daily, 4=Weekly; 3=Bi-weekly: 2=monthly, 1=less than monthly; 0=never [TR6.1]

6.3 TESTING OF STUDENTS

Teachers and principals were asked whether any commercial or divisional tests had been, or would be, administered to kindergarten children during the year. Fifty-seven percent of teachers said "yes": 43% said "no". [TR6.2]

Slightly more than half of all principals reported that there was a division-wide testing program for kindergarten children, while a quarter said there was a formal in-school testing program. The majority of these principals reported that the testing program was for all kindergarten children in the school, not just some. [TR6.2]

The person selecting the tests varied from kindergarten to kindergarten and included the kindergarten teacher, the principal, division personnel, other school staff, consultants, and resource teachers. In most instances where tests were used they were selected by someone other than the kindergarten teacher, although no single "other" person predominated. [TR6.2]

Of those responding that they did give tests, these were most frequently administered by the kindergarten teacher, the resource teacher, or both the kindergarten and resource teacher. [TR6.2]

Teachers and principals were asked to name the tests that had been, or would be used. Twenty-seven specific tests, as well as a variety of non-specific tests, were identified. The most frequently named test was the Metropolitan Readiness Test, identified by 27% of teachers and 22% of

principals. In most of these instances, teachers and principals indicated that this test was administered towards the end of the kindergarten year. [TR6.2]

Teachers and principals were asked how the test results are used. The most frequent responses were: "to determine readiness and placements for grade one" (33% of teachers and 28% of principals); and "to determine strengths and weaknesses and to identify needs" (18% of teachers and 57% of principals). [TR6.2]

Although the main purpose of testing is "to determine readiness and placements for grade one," teachers indicated that test results alone are never the basis for such placements. These are used in conjunction with teacher observations and other types of teacher assessments. [TR6.2]

6.4 PARENTS: REPORTING AND COMMUNICATING

6.4.1 Written Reports

About three-quarters of kindergarten teachers reported that they prepare written reports on children's work for parents. These are prepared two to three times a year by half of that group and less frequently by the remainder. [TR6.3]

A third of kindergarten teachers who prepare written reports use a structured form while a third use a form that is both structured and narrative. A few use a narative form by itself. [TR6.3]

Written reports are more commonly prepared by rural teachers than by urban: 96% compared to 54%. Of the 14 teachers that said they do not prepare written reports, 13 teach in urban schools.

Teachers were asked to identify the types of things that are reported in writing. Table 6.2 lists these from the most frequent to the least frequent. Some teachers reported in more than one of the categories. The most frequent response was "personal and social growth and development", including such things as work habits, overall behaviour, participation in activities, and ability to get along with others.

Where possible the Observer Teams obtained copies of the written report forms. These forms showed great variation in the types of things that are reported, as well as the details of what is reported. For example, one form contained one item called "listening skills," while another contained seven items that related to "listening skills".

TABLE 6.2

CONTENT OF WRITTEN REPORTS

CONTENT	% OF K'S
1. Personal/Social	59%
2. Academic/Intellectual/Cognitive	37%
3. Physical (Gross and Fine)	39%
4. Language Skills	24%
5. Reading Readiness	22%
6. Math Readiness	14%
7. Miscellaneous Other (Attendance, Music, Creativeness, General Knowledge)	16%

[TR6.3]

6.4.2 Parent-Teacher Interviews, Conferences, Meetings

The majority of teachers reported that they schedule parent-teacher interviews for all parents. These are held twice a year in 55% of kindergartens, and three times a year in 35%. In 4% of the cases they are held once a year. In a further 4% of the cases interviews are held four or five times a year. [TR6.4]

Most parents attend these interviews, according to teachers. The majority of teachers indicated that more than 80% of parents come to the interviews. [TR6.3]

6.4.3 Types of Contact

Teachers were asked about the frequency of other types of contact with parents. The most frequent types were identified as:

1. bulletins/announcements: sent to parents "monthly or more often" by 79% of kindergartens;

2. contacts regarding individual children (notes, telephone calls, etc.): made with parents "monthly or more often" by 69% of kindergartens;

3. newsletters: sent to parents "monthly or more often" by 59% of kindergartens.

Less frequent types of contact included:

4. orientations: held "once or twice a year" in two-thirds of classrooms.

5. special events (e.g., concerts, parents' day): held "one to four times a year" in a majority of kindergartens.

6. group meetings: held "one to four times a year" in about half of the kindergartens.

7. home visits: conducted "one to four times a year" in about 20% of kindergartens.

6.4.4 Reporting to Non-English Speaking Parents

Teachers were asked whether any of their children had parents who did not speak English. About a quarter said "yes." When asked how reporting is done for these parents, most indicated that an interpreter is used at parent-teacher conferences. The interpreter is arranged for either by the parents, the school, or the teacher.

In some instances, the teacher indicated that she/he spoke the language of the parents. In a few instances reports are written in English, and the parents arrange to have these translated on their own.

SUMMARY AND RECOMMENDATIONS

ASSESSMENT OF STUDENTS

Ninety-four percent of teachers keep records of children's progress. The most frequent assessment techniques, used weekly or more often by about half of teachers, are "recording general observations" and "recording anecdotes". Saving samples of children's work, completing checklists, and administering oral tests are occasionally used in most classrooms, while paper and pencil tests are rarely used.

RECOMMENDATIONS

- SCHOOL DIVISIONS SHOULD PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS TO BECOME SKILLED IN A WIDE RANGE OF ASSESSMENT TECHNIQUES THAT ARE BASED ON A SOUND KNOWLEDGE OF CHILD DEVELOPMENT (60).

- THE PURPOSE OF ASSESSMENT SHOULD BE TO PLAN PROGRAMMING THAT IS BASED ON CHILDREN'S NEEDS (61).

TESTING OF CHILDREN

Fifty-seven percent of teachers reported that commercial or divisional tests had been, or would be, administered to kindergarten children during the year. In most instances (65%), the tests were selected by someone other than the kindergarten teacher. They were most often administered by the teacher (55%), the resource teacher (24%), or both the kindergarten and resource teachers (7%).

Principals and teachers reported that test results are most commonly used to determine strengths and weaknesses, identify needs and determine readiness and placements for grade one.

A large number of tests (27) were named by teachers and principals with no single test being used in a majority of kindergartens. The most frequently identified test was the Metropolitan Readiness Test which was named by about a quarter of all teachers and principals, or nearly half of those who use tests.

Teachers pointed out that test results are always used in conjunction with other forms of teacher assessment when making placements or determining readiness. This is encouraging. Placements should never be made on the basis of test results alone, as these do not provide a true picture of a child's maturity or skills.

RECOMMENDATIONS

- IF FORMAL (COMMERCIAL) TESTS ARE TO BE USED IN KINDERGARTENS, THE KINDERGARTEN TEACHER SHOULD BE INVOLVED IN THE DECISION-MAKING PROCESS AT BOTH THE SCHOOL AND DIVISIONAL LEVELS (62)

- PLACEMENT DECISIONS SHOULD NOT BE BASED SOLELY ON THE RESULTS OF FORMAL TESTS. A TEAM APPROACH TO PLACEMENT DECISIONS USING A VARIETY OF ASSESSMENT TECHNIQUES IS RECOMMENDED (63).

PARENTS: REPORTING AND COMMUNICATING

Three-quarters of teachers prepare written reports for parents. Most reports are either structured, or both narrative and structured. Ninety-three percent of teachers who do not prepare written reports teach in urban kindergartens.

The most frequent items on written report forms are in the areas of personal and social growth. These are reported on 81% of written forms. About half the forms report academic and physical growth, while a third contain items specifically related to language skills and reading readiness.

The content and form of written reports varies greatly throughout the province.

Parent-teacher interviews or conferences are scheduled in 84% of kindergartens, usually two or three times a year. These conferences are well attended by parents: the majority of teachers (88%) indicated that more than 80% of parents attend.

A large proportion of kindergarten teachers are in contact with parents monthly or more often through bulletins and announcements (79%), notes and telephone calls about individual children (69%), and newsletters (59%). Most kindergartens (94%) hold special parent events several times a year (88%) and orientation meetings once or twice a year (67%).

Communications between teachers and parents appear to be excellent in most kindergartens. The frequent contact and high rates of parent attendance at teacher-parent conferences are noteworthy. The two-thirds of kindergartens that hold orientation meetings are to be commended. Other kindergartens should be encouraged to do the same, as these are a valuable means by which parents can learn about the value of play and the purposes of the kindergarten program.

It is also encouraging to note that more emphasis is being placed on parent-teacher conferences than on written reports. Written reports are best used in conjunction with teacher-parent conferences, rather than alone.

RECOMMENDATIONS

- COMMUNICATIONS BETWEEN PARENTS AND THE KINDERGARTEN TEACHER SHOULD BE ONGOING AND FREQUENT. COMMUNICATIONS SHOULD NOT BE LIMITED TO THE ISSUING OF PERIODIC WRITTEN REPORTS OR FORMALLY SCHEDULED PARENT-TEACHER "REPORTING" CONFERENCES. A WIDE VARIETY OF TYPES OF CONTACTS, COMMUNICATIONS, AND PARENT PARTICIPATION SHOULD BE ENCOURAGED (64).

- WHERE WRITTEN REPORTS ARE USED, THEY SHOULD BE ANECDOTAL AND SHOULD BE USED IN CONJUNCTION WITH PARENT-TEACHER CONFERENCES (65).

CHAPTER 7

DIVERSITY

7.1 INTRODUCTION

One purpose of the assessment was to examine the ways in which Manitoba kindergartens attempt to meet the diverse needs of individual children and groups of children. This chapter includes:

7.2 Entry Age
7.3 Pre-Kindergarten Programs
7.4 Child Care Services
7.5 Language
7.6 Cultural and Social Diversity
7.7 Special Needs
Summary and Recommendations

7.2 ENTRY AGE

In the majority of kindergartens children must have their fifth birthdate in the calendar year of entry. In 92% of kindergartens the cut-off birthdate falls between November 1 and December 31. Nearly half the teachers said that their division or school makes exceptions to the age requirement for children with special needs, while a quarter said they had exceptions in their classrooms. [TR7.1]

Most teachers expressed positive feelings about making exceptions to the age requirements, although a third believe this should not be done. When asked what types of exceptions should be made, teachers identified a variety of needs. English as a second language and physical or mental handicaps are examples of exceptions noted by teachers. [TR7.1]

7.3 PRE-KINDERGARTEN PROGRAMS

Pre-kindergarten or nursery programs were located in one-quarter of the schools. In most instances, these were financed by the school divisions. [TR7.1]

7.4 CHILD CARE SERVICES

During the interviews teachers were asked whether any of their kindergarten children were enrolled in child care programs. Sixty-three percent of teachers said "yes" while 37% said "no". Nearly one-half of those who said 'no' had full-day kindergarten programs. Three-quarters of the kindergartens that had no children enrolled in child care programs were rural. [TR7.2]

Most often, classrooms contained "one to three" children that were enrolled in child care programs. Thirty-nine percent of kindergartens had one to

three children attending child care, 12% had "four to six" children attending child care, and 12% had "seven or more" children attending child care. [TR7.2]

About two-thirds of the teachers who had children enrolled in child care programs indicated that they had been in contact a few times with child care personnel over the year. Contacts were usually made by telephone or through meetings at the school. [TR7.2]

The main reasons teachers gave for these contacts were "to discuss programming," and "to discuss personal or emotional problems of particular children." [TR7.2]

Most teachers with children enrolled in child care said they had experienced no difficulties in coordinating the services of the kindergarten with child care services. [TR7.2]

7.5 LANGUAGE

The sample consisted of 84% English language programs, 14% French immersion programs, and 2% heritage language programs. [TR7.3]

7.5.1 English Language Programs (N=43)

Enrollments

During the interviews, teachers were asked to identify the languages spoken by their kindergarten children. In about a third of English language kindergartens all children's first language was English. In two-thirds there were some children within each program whose first language was not English. [TR7.4]

The number of children in each kindergarten whose first language was not English was generally not large. In 35% of programs there were "one to three" children; in 14% there were "four to six" children; and in 14% there were "more than six" children. The non-English languages spoken by these children were not necessarily the same for all non-English students within any specific program. [TR7.4]

First languages other than English are shown in Table 7.1. This table lists the percent of programs in which children speaking each language were enrolled, and shows the average number of children who spoke each language.

TABLE 7.1

ENROLLMENT OF CHILDREN WITH FIRST LANGUAGES OTHER THAN ENGLISH

FIRST LANGUAGES	% OF KINDERGARTENS (ENGLISH) (N=43)	AVE. NO. OF CHILDREN IN THOSE KINDERGARTENS
Native Languages	23%	4.5
Vietnamese	16%	1.6
Pilipino	14%	3.0
German	12%	2.4
French	9%	2.3
Chinese	7%	1.0
Italian	7%	1.0
Polish	7%	1.0
Chilean/Spanish	5%	1.0
Pakistani	2%	2.0
Punjabi	2%	1.0
Portuguese	2%	1.0
Ukrainian	2%	1.0

[TR7.4]

Table 7.1 shows that children whose first language was a native language were enrolled in 23% of kindergartens. Average number of native-speaking children in these kindergartens was 4.5.

Vietnamese-speaking children were enrolled in 16% of kindergartens (1.6 children per program), and Pilipino in 14% (3 children per program). German-speaking children attended 12% of kindergartens (2.4 per program), while French were enrolled in 9% (2.3 per program).

Between 2 and 7% of kindergartens had Chinese, Italian, Polish, Chilean/ Spanish, Pakistani, Punjabi, Portuguese, or Ukrainian children. On average, there was only one child speaking these languages per program.

Instruction in a Language Other Than English

Twenty-one percent of English language kindergartens (N=43) provided some instruction in a language other than English; 16% provided French; and 5% provided a native language. This instruction was not extensive. In about half of these programs there was daily instruction of 15 minutes or less, while in the other half instruction occurred On a weekly basis. [TR7.3]

7.5.2 French Immersion Programs

Most children in French Immersion kindergartens spoke no French upon entry into the program. Fifty-seven percent of classes had no children who spoke French while 43% had one or two children who spoke some French. Most

children possessed English as their first language although there were a few whose first language was neither French or English.

7.5.3 English as a Second Language (ESL) Instruction

In 44% of English language kindergartens all children spoke English at a fluent kindergarten level when they entered. [TR7.4]

Thirty-three percent of English language programs had at least one child who spoke little or no English on entry. The number of these children was usually small: in 28% of kindergartens there were "one to three" children who spoke no English on entry, and in 4% there were "four to nine" children who spoke no English on entry. [TR7.4]

In most kindergartens where there were some children who spoke no English on entry, English language development was provided entirely by the kindergarten teacher. In a few cases children who spoke no English received ESL instruction from an ESL or Resource teacher for 15 to 30 minutes per day. [TR8.2]

7.6 CULTURAL AND SOCIAL DIVERSITY

Observations

The Observer Teams were asked to record whether room decorations, activities, and materials reflected diversity. The intent was to gain an understanding of the ways in which kindergartens deal with diverse cultural, religious, and economic groups, as well as varied family situations, sex roles, and physical and mental capacities.

In general, the wall decorations, materials, and activities that were observed did not emphasize or reflect diversity.

Cultural Diversity. Twenty-two percent of kindergartens displayed pictures that depicted minority cultural, ethnic, or non-white groups. Activities related to specific cultural or national groups occurred in 12% of kindergartens.

Religion. Very little religious diversity was reflected in the decor, activities, or materials observed in the classrooms. In all instances where religious activities or items were evident, these were Christian. Forty-three percent of kindergartens included religious activities (prayers, bible readings, hymns, religious stories).

Sex Roles. In the majority of classrooms (84%), sex stereotyping was not emphasized. Wall decorations (posters and pictures) in 14% of kindergartens depicted traditional sex roles (e.g., woman cooking, man building house, woman nurse, man firefighter). Two percent of classrooms contained pictures of people engaged in non-traditional activities.

Group activities or dialogue that emphasized sex roles and distinctions, or that separated boys and girls, were observed in 14% of kindergartens.

For the most part, these types of activities were infrequent and occupied only a small proportion of the total time.

Traditional sex roles did surface quite frequently during play-activity sessions (e.g., girls playing at playhouse, boys playing with trucks). This, however, almost invariably appeared to be the result of child-choice rather than teacher direction.

Teacher Interviews

During the interviews teachers were asked their opinions on how important it is for activities and materials to reflect various kinds of diversity, and whether they have attempted to reflect diversity in their kindergartens. Table 7.2 summarizes the percentage of teachers who said it is important to reflect different kinds of diversity.

Cultural Diversity. The majority of teachers (78%) said they believe it is important to some degree for activities and materials to reflect cultural groups that are represented in the classroom: 43% said it is "very" important and 35% said it is "moderately" important. [TR7.5]

Half of the teachers said they attempt to reflect the various groups represented in their classrooms in activities and materials, although this is not done frequently. The majority of these teachers said they do this "monthly," or "less than monthly." The most common types of activities were identified as "stories, books, poems, and magazines" (16%), "pictures and posters" (12%), "discussions" (10%), "cooking and food" (10%), and "music and songs" (10%). [TR7.5]

Teachers who had not attempted to reflect the classroom groups in materials and activities were asked why not. The largest single response (12% of teachers) was a reluctance to single out small numbers of children for fear of making them feel "different". [TR7.5]

With respect to cultural groups in general, not just those represented in the classroom, 72% of teachers said they believe it is important for activities and materials to reflect other groups, 25% believe it is "very" important, and 47% believe it is "moderately" important. Almost half the teachers said they have attempted to reflect diverse groups in the activities and materials they use. In most of these kindergartens this is done "monthly," or "less than monthly." The main types of activities and materials have been "books, stories and magazines" (25%), "discussions" (12%), "pictures and posters" (12%), and "songs and music" (10%). [TR7.5]

Religion. About three-fifths of the teachers (59%) said they do not believe it is important for activities and materials to reflect diverse religious groups. About a third of teachers attach some importance to this; 20% believe it is "moderately" important, and 16% believe it is "very" important. [TR7.6]

TABLE 7.2

TEACHERS OPINIONS ABOUT THE IMPORTANCE
OF REFLECTING DIVERSITY

Question: In your opinion, how important is it for kindergartens to include activities and materials that are related to diverse groups such as:

Groups	% of Teachers Who Said It Is Moderately Important or Important
1. Minority Cultural Groups Represented in the Classroom	78%
2. Cultural Groups in General	72%
3. Diverse Religious Groups	36%
4. Diverse Family Situations	76%
5. Diverse Economic/Social Classes	45%
6. Diverse Physical/Mental Capacities	82%
7. Non-Discriminatory Sex Roles	80%

[TR7.5, 7.6]

Family Situations. Three-quarters of teachers attach some importance to activities and materials that relate to diverse family situations (e.g., single parent families); 43% noted that this is "very" important, while 33% said it is "moderately" important. [TR7.6]

Economic Situations. Half of teachers do not believe it is important for activities and materials to reflect diverse economic situations or social classes. Forty-five percent believe this is important to some degree; 25% said it is "moderately" important, and 20% said it is "very" important. [TR7.6]

Physical/Mental Capacities. The majority of teachers (82%) said they believe it is important for kindergartens to reflect diverse physical and mental capacities; 37% believe it is "moderately" important, and 45% believe it is "very" important. [TR7.6]

Sex Roles. The majority of teachers (80%) said they believe it is important for activities and materials to reflect non-discriminatory sex roles; 49% said it is "very" important, and 31% said it is "moderately" important. [TR7.6]

Kindergarten Activities. About half of teachers (51%) said they attempt to reflect diversity in their activities and materials. Most often, this has involved "diverse family situations", "diverse physical and mental capacities", and "sex stereotyping." Sixteen percent of teachers said this occurs "weekly or more often"; 32% said it occurs "monthly or less than monthly". The most common types of activities were identified as "discussions" (29%), "books and stories" (22%), and role playing" (12%). [TR7.6:2-5]

7.7 SPECIAL NEEDS

7.7.1 Interviews

Teachers were asked if any of their kindergarten children had special needs that required special programming or assistance. Seventy-one percent reported having one or more children with special needs (exclusive of children who were learning English as a second language). The average number of special needs children was 2 per kindergarten. [TR7.7]

Speech. The most frequently named special need was "speech" or "speech therapy." Forty-one percent of teachers reported having one or more children who required special programming or assistance in this area. [TR7.7]

Children in about two-thirds of these kindergartens (15/21) received regular assistance from such specialists as: resource teachers, speech therapists or speech pathologists. Assistance from specialists was provided daily in one kindergarten, weekly in nine kindergartens, and monthly in five kindergartens.

In the remaining one-third of kindergartens (6/21), children did not receive regular assistance from specialists. Teachers reported that they had been in contact with specialists one to three times over the past year for assistance with programming.

Language/Resource Needs. Twelve percent of teachers reported having one or more children with language or resource needs. In almost all instances (5/6), children in these kindergartens spent 15 minutes to 40 minutes per day with resource teachers. In the remaining kindergarten, language development was provided entirely by the kindergarten teacher.

Mental, Physical, and Multiple Needs. Sixteen percent of teachers reported having children with mental, physical, and multiple needs for which they received the services of a special needs paraprofessional. Half these aides were full-time while the other half were part time. [TR7.7]

In addition to the assistance provided by aides, in half of these kindergartens children visited a resource teacher for 10 to 20 minutes per day.

Other Needs. Twenty-two percent of teachers reported having children with a variety of other needs (e.g. hearing loss, vision, behavioural, gifted, medical, social.) [TR7.7]

Five of these kindergartens (5/11) had the services of a paraprofessional. However, the paraprofessional was assigned to these classrooms on the basis of "class size" rather than "special needs."

In most of these kindergartens (8/11), programming and assistance was provided entirely by the kindergarten teacher, with advice from a variety of specialists and consultants. In a few instances (3/11) children with hearing problems regularly saw a resource teacher for assistance.

7.7.2 Support Personnel

Teachers reported that assistance for children with special needs has come mainly from speech therapists/pathologists and hearing specialists (53% of teachers), resourse teachers (41% of teachers), and psychologists (25% of teachers). [TR7.7]

A few kindergartens (less than 8%) reported contact with, or support from, other types of support personnel, including social workers, physiotherapists, special education consultants, Child Guidance Clinic consultants, and early childhood consultants. [TR7.7]

In general, teachers identified the main purposes of contact with support personnel as "discussing the progress of children." This applied to 43% of contacts with resource teachers; 63% of contacts with speech therapists, speech pathologists, and hearing specialists; and 47% of contacts with psychologists. [TR7.7]

The other main reasons for contacts were identified by teachers as, "assessment, diagnosis, and testing", and "to receive help with programming". On average each of these reasons accounted for 10 to 20% of contacts. [TR7.7]

Teachers were asked whether they receive enough assistance to help them with special needs. The majority of teachers reported that they receive enough assistance from Manitoba Education, other departments and agencies; their school divisions; parents, and volunteers and volunteer agencies. Twenty-nine percent of teachers responded that they do not receive enough help from Manitoba Education, 27% said they do not receive enough help from other departments or agencies, and 12% said they do not receive enough help from their school divisions. Assistance from parents was deemed insufficient by 10% of teachers, and that from volunteers or volunteer agencies was judged insufficient by 25% of teachers. [TR7.7]

Teachers were asked in what areas they require greater assistance, and how support personnel could be more helpful. Teachers suggested a variety of ways in which assistance could be improved. The largest single response, made by 14% of teachers, was that support personnel should spend more time working directly with children. Almost a quarter said they need more help in general. [TR7.7]

SUMMARY AND RECOMMENDATIONS

ENTRY AGE

The entry age for most kindergartens in Manitoba is five years on or before November 1st to December 31st. Nearly half of schools make exceptions to the age requirement for children with special needs.

RECOMMENDATIONS

- MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD INVESTIGATE THE ISSUE OF KINDERGARTEN ENTRANCE TO ESTABLISH CONSISTENT, YET FLEXIBLE, ADMISSION PROCEDURES THROUGHOUT THE PROVINCE (66).

PRE-KINDERGARTEN PROGRAMS

Pre-kindergarten programs were located in 27% of schools. Most were funded by the school divisions.

RECOMMENDATIONS

- MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD INVESTIGATE PRE-KINDERGARTEN PROGRAMS IN TERMS OF STAFFING, FUNDING, AND PROGRAMMING NEEDS. THIS INVESTIGATION SHOULD INVOLVE COMMUNITY SERVICES, HEALTH, AND EDUCATION PERSONNEL (67).

CHILD CARE SERVICES

Nearly two-thirds of kindergartens had one or more children that attended child-care programs. Three-quarters of programs with no children in child care were located in rural areas.

Usually classrooms contained one to three children that attended child care.

About two-thirds of teachers with children in child care had been in contact with child-care personnel over the year to discuss programming, or the personal or emotional needs of particular children. Teachers reported no difficulties in coordinating the services of the kindergarten with child-care services.

RECOMMENDATIONS

- COMMUNICATIONS BETWEEN KINDERGARTEN TEACHERS AND CHILD-CARE PERSONNEL SHOULD BE ENCOURAGED (68).

LANGUAGE

In about a third of English language programs, all children's first language was English. In two-thirds there were some children (usually one or two), whose first language was not English. The most common other languages were Native languages, Vietnamese, Pilipino, and German.

Sixteen percent of English language programs provided instruction in French, and 5% provided instruction in a Native language. This instruction was usually short, occupying less than 15 minutes per day.

A third of English language programs had at least one child who spoke little or no English on entry. In most of these classrooms, there were "one to three" non-English speaking children. In most cases English language development was provided to non-English speaking children entirely by the kindergarten teacher. In a few kindergartens, children received ESL instruction for 15 to 30 minutes per day from an ESL or resource teacher.

RECOMMENDATIONS

- WHEN CHILDREN RECEIVE ASSISTANCE FROM AN ESL OR RESOURCE TEACHER, THIS SHOULD OCCUR WITHIN THE KINDERGARTEN CLASSROOM WHERE LANGUAGE DEVELOPMENT CAN BE STIMULATED BY A RICH ENVIRONMENT. CHILDREN SHOULD NOT BE REMOVED FROM THE CLASSROOM TO RECEIVE SPECIAL ASSISTANCE (69).

- SCHOOL DIVISIONS SHOULD UNDERTAKE PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF LANGUAGE ACQUISITION AND DEVELOPMENT AS WELL AS IN THE AREA OF THE SIGNIFICANCE OF LANGUAGE IN A CHILD'S DEVELOPMENT (70).

CULTURAL AND SOCIAL DIVERSITY

In general, the activities, materials, and room decorations that were observed in Manitoba kindergartens did not reflect diversity.

The majority of teachers believe that it is important for activities and materials to reflect cultural groups that are represented in the classroom, cultural groups in general, diverse family situations, different physical and mental capacities, and non-discriminatory sex roles. Less than half of teachers believe that it is important for materials and activities to reflect diverse religious groups or diverse economic/social classes.

Although teachers attach importance to reflecting various types of diversity, only half said they attempt to do this. In kindergartens where teachers do attempt to reflect diversity through activities and materials, they do this infrequently, usually monthly or less than monthly.

RECOMMENDATIONS

- SCHOOL DIVISIONS SHOULD UNDERTAKE PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF CULTURAL AND SOCIAL DIVERSITY (71).

SPECIAL NEEDS

Seventy-one percent of Manitoba kindergarten teachers reported they had children with special needs that required special programming or assistance. The average number of children per classroom was two.

The most common type of need reported by teachers was speech or speech therapy. Forty-one percent of classrooms had children with this type of need. In two-thirds of these classrooms, children received regular assistance from speech therapists or speech pathologists. In the remaining one-third, programming was provided entirely by the kindergarten teacher, with the advice of speech therapists.

Twelve percent of kindergartens had children with "language" and "resource" needs. In most instances, these children spent 15 to 30 minutes per day with resource teachers.

Sixteen percent of kindergartens had children with "mental, physical, or multiple" needs for which a "special needs" aide was provided.

Twenty-two percent of kindergarten teachers reported they had children with a variety of other special needs. About half of these had the services of a paraprofessional, although the paraprofessional was assigned to the kindergarten on the basis of class size rather than the special needs of the children. Programming for these children was provided entirely by the kindergarten teacher with advice from a variety of specialists and consultants.

The most frequent types of support personnel assisting kindergarten teachers were speech therapists and pathologists, hearing specialists, resource teachers, and psychologists. Most contacts with these support personnel were to discuss the progress of children and to receive help with programming.

The majority of teachers reported receiving enough help with special needs from Manitoba Education, other departments and agencies, school divisions, parents, and volunteers and volunteer agencies. About a quarter of teachers would like more help from Manitoba Education, other departments and agencies, and volunteers or volunteer agencies. Teachers suggested a variety of ways in which assistance from support personnel could be improved. The most common suggestion was that support personnel spend more time working directly with children.

RECOMMENDATIONS

- A TEAM APPROACH INVOLVING TEACHERS, PARENTS, AND RESOURCE SUPPORT PERSONNEL SHOULD BE USED TO PLAN PROGRAMMING BASED ON CHILDREN'S NEEDS (72).

- RESOURCE AND SUPPORT PERSONNEL SHOULD SPEND MORE TIME WORKING DIRECTLY WITH CHILDREN WITHIN THE CLASSROOM (73).

CHAPTER 8

STAFFING

8.1 INTRODUCTION

This chapter deals with the ways in which kindergartens in Manitoba are staffed and includes:

8.2 Kindergarten Teachers
8.3 Specialist Teachers
8.4 Paraprofessional Staff
8.5 Adult Volunteers
8.6 Student Volunteers
Summary and Recommendations

8.2 KINDERGARTEN TEACHERS

8.2.1 Teaching Responsibilities

Teaching responsibilities of kindergarten teachers in the sample were quite diverse. Only 61% were involved exclusively in teaching kindergarten (55% were full time and 6% were part-time). About a third of teachers taught kindergarten part time and another grade or subject part time: (6% taught nursery; 20% taught other elementary grades; 2% taught junior high; and 8% were specialty teachers). [TR8.2]

8.2.2 Background and Experience

University Training. Educational training of kindergarten teachers was as follows:

1. 0-1 Year University, No degrees 16%
2. 2-3 Years University, No degree, or Bachelor of Teaching Degree . . . 10%
3. Bachelor's Degree other than B.Ed., plus Teaching Certificate 27%
4. Bachelor of Education 31%
5. Bachelor of Education plus another Bachelor Degree, or Master's Degree . 16%

[TR8.1]

The majority of kindergarten teachers (82%) received all or part of their university training in Manitoba. [TR8.1:2]

Teachers were asked how many three credit hour courses in early childhood they had completed while at university. Responses ranged from none for 24% to 15 or more for 14%. The overall average was five courses. In responding to this question, teachers appear to have interpreted the term "early childhood" rather broadly since the actual number of early childhood courses that are offered at Manitoba universities is limited. Teachers may have counted elementary education courses that covered a broad age range such as K-6. [TR8.1]

Teachers were asked how well their university training had prepared them to teach kindergarten. About a third said "not at all," a third said "adequately," and a third said "very well". [TR8.1] Cross tabulations showed no significant statistical relationship between number of years of university, type of university training or number of early childhood courses, and teacher's perceptions of how well prepared they were. [TR8.1]

Teaching Experience. On average teachers had 14.5 years of teaching experience. Eight percent of teachers were in their first or second year of teaching while 63% had taught more than ten years. Years of teaching experience in kindergarten averaged 8.3. Twenty-two percent of teachers were in their first or second year of teaching kindergarten, while 40% had taught kindergarten for nine or more years. [TR8.1]

Teachers with Bachelor of Education degrees tended to have less teaching experience than teachers with other degrees or teachers with no degrees. All teachers who had taught for four years of less (N=9) held Bachelor of Education degrees.

Most teachers (72%) had taught grade levels other than kindergarten. These included nursery (18%), primary (65%), upper elementary (45%), and grades 7-12 (20%). [TR8.1]

In-Service Training. The vast majority of teachers reported they had received in-service training in early childhood. The most common areas of in-servicing were language development, math, and art. [TR8.1]

Three-quarters of teachers identified areas in which they would like to receive additional in-servicing. The most frequently named areas were language development (20%), assessment and evaluation (12%), and special needs (8%). [TR8.1]

8.3 SPECIALIST TEACHERS

8.3.1 Interviews

It is quite common for specialist teachers to be involved in kindergartens. Eighty-two percent of teachers reported other teachers are regularly involved in teaching their classes. [TR8.2]

Table 8.1 shows that the most frequently involved specialist is the physical education teacher, who teaches in 51% of kindergartens. Other involvement comes from librarians (43% of kindergartens), and music teachers (35% of kindergartens). Most commonly, specialists are involved one or two days a week. Average duration of classes conducted by specialists is 25 minutes for librarians and music teachers, 39 minutes for physical education teachers, and 15 minutes for French language teachers.

TABLE 8.1

INVOLVEMENT OF SPECIALIST TEACHERS

Specialists	% of K's in Which Specialists Are Involved (Interviews) (N=51)	% of K's in Which Specialists Conducted Sessions (Observations) (N=51)
Physical Education	51%	12%
Librarians	43%	18%
Music Teachers	35%	12%
French Language T. (Excludes French Immersion)	9%	4%

[TR8.2,TR8.6]

8.3.2 Observations

During the visitations specialist teachers conducted sessions in 39% of kindergartens. Involvement came from librarians (18% of kindergartens), physical education teachers (12% of kindergartens), music teachers (12% of kindergartens), French language teachers (4% of non-French immersion kindergartens). [TR8.6]

In most instances sessions with specialist teachers involved the whole class.

8.4 PARAPROFESSIONAL STAFF

8.4.1 Extent of Use

Paraprofessionals were employed in 47% of kindergartens: 27% had the services of a paraprofessional for the full kindergarten time period, while 20% had part-time services. Most of the part-time paraprofessionals were involved daily, spending from 15 to 90 minutes in the kindergarten. Some worked a few hours a week in the kindergarten, but not every day. [TR8.3]

8.4.2 Reasons for Employing Paraprofessionals

Both teachers and principals were asked the reasons for employing paraprofessionals.

Full-time Paraprofessionals (N=14). "Class Size" was given as the primary

reason for employing paraprofessionals to work full-time in a kindergarten classroom. Fifty-seven percent of teachers with full-time paraprofessionals gave "class size" as the primary reason; 22% cited "special needs", and 22% reported both "class size and special needs". [TR8.3]

Part-Time Paraprofessionals (N=10). Reasons for employing part-time paraprofessionals were given by teachers as: "class size" (20%); "special needs" (40%); and "relief and preparation time" (40%). [TR8.3]

Class Size and Paraprofessionals. Cross tabulations showed a strong relationship between class size and the employment of paraprofessionals. Nearly three-quarters (73%) of classes of 25 or more students had the services of a paraprofessional: 56% had full-time assistance while 17% had part time.

Only 12% of classes with less than 25 students had full-time paraprofessionals. In all instances these classes had special needs children.

8.4.3 Conduct of Sessions

During the visitations, paraprofessionals conducted sessions in 33% of kindergartens. In most cases these were small group sessions rather than sessions with the whole class. In 24% of kindergartens paraprofessionals were responsible for small groups and in 10% they conducted whole group sessions. [TR8.6]

8.4.4 Functions of Paraprofessionals

The observers recorded the specific activities of paraprofessionals, and interviewed teachers about how frequently each activity is performed.

Table 8.2 lists these activities from the most frequent to the least frequent. The order is based on the mean scores of teachers' responses.

Teachers identified the most frequent activity of paraprofessionals as "assisting small groups with arts and crafts activities." Seventy-eight percent of paraprofessionals perform this task "quite often." On the day of observation it was one of the most frequently observed activities of paraprofessionals.

Other frequent activities, performed "quite often" in 40 to 60% of classrooms, were reported as "supervising or playing with children in free play sessions", "housekeeping", "working with small groups on specific skills", "preparing materials for centres or other classroom use", "working with individual children on specific skills", and "clerical work".

Information provided by teachers indicates that some activities are performed more often by full-time than by part-time paraprofessionals. These include "housekeeping", "assisting teacher in assessing and evaluating students", assisting with classroom management", and "assisting with cooking projects". In contrast, activities performed more frequently by part-time paraprofessionals include "clerical work", and "preparing materials for centres or other classroom use".

TABLE 8.2
FUNCTIONS OF PARAPROFESSIONALS

Order of Frequency	Functions	Mean Scores (N=23)*	% of Paras That Perform Task Quite Often (Interviews) (N=23)	% of the 23 Paras (Col.2) That Were Observed Performing the Task (N=23)
1.	Assisting Small Groups With Arts and Crafts Activities	2.65	78%	43%
2.	Supervising or Playing With Children During Free Play	2.48	57%	56%
3.	Housekeeping	2.30	57%	4%
5.	Working with Small Groups on Specific Skills, Content,	2.26	48%	48%
5.	Preparing Materials for Centres or Other Classroom Use	2.26	48%	52%
5.	Working with Individuals on Specific Skills, etc.	2.26	43%	30%
7.	Clerical Work (Photocopying, Finding Materials, etc.)	2.09	48%	30%
8.5	Assisting with Classroom Management	1.96	30%	52%
8.5	Assisting Individuals in Language Development	1.96	30%	22%
10.	Reading Stories to Small Groups	1.91	22%	4%
11.	Assisting Teacher in Assessing and Evaluating Students	1.65	9%	13%
12.	Assisting Small Groups With Cooking Projects	1.61	13%	4%
13.	Responsible for Large Group Activities	1.57	17%	35%
14.	Assisting Children to Use Computers	1.52	17%	0%
15.5	Assisting Teacher in Planning Daily Activities	1.17	4%	4%
15.5	Interpreting a Language	1.17	4%	4%

[TR8.3] *1=rarely or never; 2=sometimes; 3=quite often
N=23 rather than 24 as one teacher did not describe the activities of her paraprofessional.

8.4.5 Perceived Need for Paraprofessionals

Teachers with Paraprofessionals (N=24). The services provided by paraprofessionals appear to be highly valued by teachers. When asked their opinions on this, almost three-quarters of teachers agreed that their paraprofessional was "absolutely essential to the program", while one-quarter said the paraprofessional was "useful and contributed positively." [TR8.3]

Responses of "absolutely essential" were given by 93% of teachers with full-time paraprofessionals, but only 40% of teachers with part-time paraprofessionals.

Teachers Without Paraprofessionals (N=27). Teachers without paraprofessionals were asked if they would like to have one. Nineteen percent said "an aide is absolutely essential to run the program the way it should be run"; 37% said "an aide would be very useful and would make the program better"; 33% said they "do not need an aide"; and 11% gave no response. [TR8.3]

Cross tabulations showed no statistical relationship between class size and whether or not teachers said they would like to have an aide.

8.4.6 Preparation of Paraprofessionals

Teachers were asked their opinions on whether kindergarten paraprofessionals are sufficiently trained in early childhood. Thirty-eight percent of teachers with paraprofessionals said "yes", 54% said "no", and 8% gave no response. [TR8.3]

About half the teachers with paraprofessionals suggested specific types of training. Suggestions included:

1. Child Development
2. Management, discipline, handling children
3. Classroom skills such as questioning techniques, storytelling, printing
4. Early Childhood Philosophy

[TR8.3]

8.5 ADULT VOLUNTEERS

8.5.1 Extent of Use

Information provided by kindergarten teachers indicates that the regular participation of adult volunteers is not widespread in kindergartens in Manitoba. A third of kindergartens have frequent adult volunteer involvement, either daily (16%), or weekly (18%). The majority, however, (66%), have only occasional or no involvement. [TR8.4]

During the visitations, adult volunteers were present in 20% of kindergartens: 16% had one volunteer, and 4% had two. In most kindergartens adults were present for part of the time only. [TR8.4]

8.5.2 Activities of Adult Volunteers

The observers recorded the specific activities of adult volunteers and interviewed teachers about how frequently each activity is performed.

Table 8.3 lists these activities from the most frequent to the least frequent. The order is based on the mean scores of teachers' responses.

The most frequent activity of adult volunteers was identified as "assisting small groups with arts and crafts activities."

8.5.3 Parent Involvement

Teachers were asked what proportion of their children had a parent or other adult family member involved in the kindergarten over the past year. Over a third reported that no parents had been involved. Just over three-fifths of the children were reported to have had some parental involvement in the kindergarten classrooms.

TABLE 8.3

ACTIVITIES OF ADULT VOLUNTEERS

Order of Frequency	Activities	Mean Scores (N=17)*	% of K's in Which Vols. Perform Task Quite Often (Interviews) (N=17)	% of K's in Which Vols. Performed the Task (N=10)
1.	Assisting Small Groups With Arts and Crafts Activities	2.12	47%	40%
2.	Preparing Materials for Classroom Use	1.88	24%	---
3.	Assisting Small Groups With Cooking Projects	1.83	35%	10%
4.	Assisting Small Groups To Master Specific Concepts/Skills	1.76	29%	40%
5.	Preparing Materials for Classroom Use	1.71	29%	30%
6.	Reading Stories to Small Groups	1.59	24%	---
7.	Housekeeping	1.53	18%	40%
8.5	Playing With Children in Free Play	1.47	18%	---
8.5	Assisting Individual Children in Language Development	1.47	12%	10%
10.	Clerical Work	1.41	6%	10%
11.	Assisting Children to Use Computers	1.24	6%	10%
12.5	Responsible for Large Group Activities	1.06	---	---
12.5	Interpreting a Language	1.06	---	---
14.	Observing and Recording Information on Specific Children for the Teacher	1.00	---	---

*1=rarely or never; 2=sometimes; 3=quite often

8.6 STUDENT VOLUNTEERS

8.6.1 Extent of Use

Teachers indicated that student volunteers are involved in 59% of kindergartens. Daily involvement occurs in 29%, weekly in 12%, and less than weekly in 18%. [TR8.5]

At the time of the visitations, student volunteers were observed in 12% of classrooms. [TR8.5]

8.6.2 Age Levels

Most frequently involvement comes from other elementary students. Forty-one percent of teachers reported involvement of grades four to six students; 12% identified grades seven to nine; 16% indicated grades ten to twelve; and 2% reported post-secondary students. [TR8.5]

8.6.3 Activities of Student Volunteers

Teachers identified the following as the main student activities:

1. Working/playing with children
2. Supervision at recess and before school
3. Housekeeping
4. Clerical
5. Dress children, tie shoes
6. Computers
7. Assignments of student volunteers (e.g., observation for students' programs)
8. Help with snack

SUMMARY AND RECOMMENDATIONS

KINDERGARTEN TEACHERS

At the time of the assessment, about two-thirds of kindergarten teachers were teaching kindergarten only; one-third were also teaching other grade levels or subject areas.

Nearly half of teachers held a Bachelor of Education degree or a Bachelor of Education plus a second degree; a quarter held another Bachelor's degree plus a teaching certificate; and a quarter held no degree.

The majority of teachers (82%) received all or part of their university training in Manitoba.

About a third of teachers said they were "very well" prepared to teach kindergarten by their university training; a third were "adequately" prepared; and a third were "not at all" prepared.

Sixteen percent of teachers had received no university training in early childhood, and another 16% had completed only one or two courses.

On average, kindergarten teachers had 14.5 years of teaching experience, and 8.3 years of experience teaching in the kindergarten. Most (72%) had taught grade levels other than kindergarten.

Most teachers have received in-service training in early childhood, particularly in the areas of language development, math, and art. Three-quarters of teachers identified areas in which they would like additional training, the most frequent being language development, assessment and evaluation, and special needs.

RECOMMENDATIONS

- CONSIDERING THAT ONE-THIRD OF TEACHERS FELT INADEQUATELY PREPARED BY THEIR UNIVERSITY TRAINING TO TEACH KINDERGARTEN, MANITOBA EDUCATION SHOULD COLLABORATE WITH FACULTIES OF EDUCATION AT MANITOBA UNIVERSITIES TO EXPAND THE EARLY CHILDHOOD PROGRAM (74).
- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO HIRE TEACHERS WITH EARLY CHILDHOOD TRAINING (75).
- SCHOOL DIVISIONS SHOULD PROVIDE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT IN THE AREA OF EARLY CHILDHOOD EDUCATION (76).

SPECIALIST TEACHERS

The majority of kindergartens (82%) have the services of one or more specialist teachers, the most common being physical education teachers (51%), librarians (43%), and music teachers (35%).

RECOMMENDATIONS

- SPECIALIST TEACHERS SHOULD PARTICIPATE IN THE EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT ACTIVITIES PROVIDED BY THE SCHOOL DIVISIONS AND MANITOBA EDUCATION (77).

PARAPROFESSIONAL STAFF

Nearly half the kindergartens had the services of a paraprofessional: full-time in 27% and part-time in 20%.

The main reasons for employing paraprofessionals are class size and special needs. Three-quarters of those classes having 25 or more students had the services of a paraprofessional.

The most frequent activities of paraprofessionals are assisting small groups with arts and crafts and supervising or playing with children during free play periods.

Teachers who are assisted by paraprofessionals placed a high value on their services. Eighty-nine percent said the aide is absolutely essential. In comparison, only 21% of teachers without aides said an aide is absolutely essential in order to run the program the way it should be run.

Slightly more than half of teachers (51%) said they did not think paraprofessionals were sufficiently trained in early childhood education. Most often these teachers suggested paraprofessionals should receive training in child development.

RECOMMENDATIONS

- THE PRACTICE OF PROVIDING PARAPROFESSIONALS FOR LARGE CLASSES RATHER THAN DIVIDING THE CLASS INTO TWO SHOULD BE CAREFULLY MONITORED BY SCHOOL DIVISIONS AND MANITOBA EDUCATION. PARAPROFESSIONALS SHOULD NOT BE USED TO JUSTIFY LARGE CLASS SIZES (78).

- PARAPROFESSIONALS SHOULD PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF EARLY CHILDHOOD EDUCATION (79).

- MANITOBA EDUCATION SHOULD COLLABORATE WITH COLLEGES TO INVESTIGATE THE FEASIBILITY OF AN EARLY CHILDHOOD PARAPROFESSIONAL CERTIFICATE PROGRAM (80).

- TEACHERS SHOULD RECEIVE PROFESSIONAL DEVELOPMENT TRAINING IN HOW TO WORK WITH PARAPROFESSIONALS (81).

- MANITOBA EDUCATION, SCHOOL DIVISIONS, AND THE MANITOBA TEACHERS' SOCIETY SHOULD COLLABORATE TO ESTABLISH GUIDELINES ON WHAT PARAPROFESSIONALS SHOULD BE DOING IN THE KINDERGARTEN CLASSROOM (82).

ADULT VOLUNTEERS

A third of kindergartens have frequent adult volunteer involvement (weekly or more often); two thirds have occasional or no involvement.

In about two-thirds of kindergartens, the parents (or other adult family members) of some children have been involved, at least occasionally. Usually only a few parents are involved (10-20%). In a few kindergartens, parents of more than half the children have been involved.

The most common activity of adult volunteers is assisting small groups with arts and crafts activities.

RECOMMENDATIONS

- THE USE OF ADULT VOLUNTEERS SHOULD BE ENCOURAGED, NOT ONLY TO ASSIST THE TEACHER, BUT ALSO TO ENHANCE COMMUNICATION BETWEEN THE HOME AND THE SCHOOL (83).

STUDENT VOLUNTEERS

Student volunteers are involved in 59% of kindergartens. Most frequently, involvement comes from other elementary students who supervise kindergarten children at recess and before school, or provide housekeeping or clerical assistance for the kindergarten teacher.

RECOMMENDATIONS

- CARE SHOULD BE TAKEN TO ENSURE THAT STUDENT VOLUNTEERS PERFORM ACTIVITIES THAT ARE APPROPRIATE FOR THEIR AGE LEVEL. THESE MIGHT INCLUDE HOUSEKEEPING, CLERICAL WORK, PLAYING WITH CHILDREN, HELPING WITH COATS AND BOOTS, AND ASSISTING WITH TASKS UNDER THE SUPERVISION OF THE TEACHER. STUDENT VOLUNTEERS SHOULD NOT BE RESPONSIBLE FOR SUPERVISING KINDERGARTEN CHILDREN (84).

CHAPTER 9

ADMINISTRATION

9.1 INTRODUCTION

This chapter deals with a variety of administrative matters and includes:

9.2 Entry System
9.3 Lunch Period
9.4 Administration
9.5 Position of Kindergarten Within School
9.6 Professional Development
Summary and Recommendations

9.2 ENTRY SYSTEM

Nearly two-thirds of kindergartens used a staggered or gradual entry system in 1984-85. In about half of these children entered over a period of two to four days, in a third the entry period lasted a week or more, and in a few all children entered the same day but the time of arrival was staggered. [TR9.1]

More than 90% of teachers and principals that used a staggered entry system reported that it worked well and that they expect to continue to use it in the future. [TR9.1]

About half of the principals that used a staggered entry system (17/30) indicated that they had received comments or feedback from parents about the system. Generally these were reported to be favourable: all reported some positive comments while a few (5/17) reported some negative comments. Negative comments included "some confusion about when children are to attend", "inconvenience for working parents", and "impatience of children to begin". [TR9.1]

9.3 LUNCH PERIOD

Twenty-seven percent of kindergartens in the sample were full day programs. In most of these the children remain at the school for lunch. [TR9.2]

In most instances the supervision of children over the lunch period is done by the kindergarten teacher, or by the kindergarten teacher with the help of paraprofessionals or student volunteers. In a few cases supervision is done by paraprofessionals, grade 5 and 6 students, parent volunteers, teacher on duty, and teacher on duty assisted by parent volunteers. [TR9.2]

Teachers were asked what types of activities take place over the lunch period. Most reported outdoor play, weather permitting, or free play. A few reported watching television, storytelling, and visits to the library. [TR9.2]

9.4 ADMINISTRATION

Principals were asked if any special administrative arrangements are needed for the kindergarten. The majority indicated that no special arrangements are required in the areas of washrooms, gymnasium, music rooms, libraries, and maintenance services. In these areas administration is the same for the kindergarten as for the rest of the school. [TR9.3]

Areas in which more than a third of principals said that special arrangements are required included playground, equipment, paraprofessionals, volunteers, and transportation. [TR9.3]

9.5 POSITION OF KINDERGARTEN WITHIN SCHOOL

9.5.1 Purpose and Orientation of Kindergarten

Principals were asked how they view the kindergarten within the school. Twenty-nine percent said it is "the same as any other class," 49% described it as "somewhat special," and 22% said it is "quite different". The main difference between the kindergarten and the rest of the school was seen as one of "orientation": kindergartens are less structured, less academic, and have somewhat different goals. [TR9.4]

Table 9.1 lists principals' perceptions of the primary purposes of kindergartens. The purpose named by the most principals was "social development", followed by "orientation to school" and "academic readiness".

TABLE 9.1

PRIMARY PURPOSES OF KINDERGARTENS
(Principals' Perceptions)

Purposes	% of Principals That Identified Each Purpose
1. Social Development	57%
2. Orientation to School	39%
3. Academic Readiness	33%
4. Language Development	18%
5. Experiential Background	14%
6. Misc. Other (Early Identification, Immersion, Developing Attitudes, bridging the Gap Between Home and School	22%

[TR9.4]

9.5.2 Choice of Kindergarten Teacher

Principals were asked what specific criteria they would use for choosing a kindergarten teacher, and whether these are the same criteria they would use for choosing a teacher for the other early grades.

The main criterion, named by 76% of principals, was "warmth, love, patience, and openness".

Second to this was "training in and knowledge of early childhood." Fifty-five percent of principals named this criterion.

Other less frequently mentioned criteria were: previous experience with young children (18%); musical ability (16%); classroom management and organizational skills (14%); physical fitness and energy (12%); enthusiasm and vibrancy (10%); particular knowledge or skills (e.g., language, inner city experience) (8%); and artistic ability (4%). Eighty percent of principals reported that all these criteria are the same ones that they would consider in choosing any teacher for the other early grades. [TR9.4]

9.5.3 Participation in School Life

All principals indicated that the kindergarten is invited to participate in festivals, folk dances, concerts, science fairs, and other school and community events. In most cases (96%), the kindergarten teacher has a choice of participating or not. The majority of teachers (94%) do choose to participate. [TR9.4]

9.5.4 Communications

Staff Meetings. Most kindergarten teachers (98%) are expected to attend staff meetings. Teachers attend "monthly or more often" in most schools (82%). The most common kindergarten-related topics at staff meetings were identified by principals as "general concerns", "special programs and events" and "discipline, school rules and routines". [TR9.5]

School Team Meetings. Twenty-four percent of kindergarten teachers attend school team meetings "monthly or more often", 14% attend "once or twice a year" 39% attend "as the need arises", and 24% "never" attend. Main topics of discussion were identified by principals as "regular programming and curriculum" and "administrative concerns". [TR9.5]

Meetings with Principal. Most kindergarten teachers meet with the principal "as the need arises". Main topics of discussion were identified by principals as "specific children or specific concerns", "administrative concerns", "regular programming and curriculum", and "general concerns".

Between School Meetings. Principals reported that 12% of kindergarten teachers attend between school meetings "monthly or more often". Eighteen percent attend these "once or twice a year", 41% attend "as the need arises", and 29% "never" attend. Main topics of discussion at these meetings were identified by principals as "professional development", "regular programming and curriculum", and "special programs and events". [TR9.5]

Forty-one percent of principals indicated that there is a kindergarten committee or association in their area: 59% said there is not. Kindergarten associations are more common in urban areas than rural areas: 55% of urban kindergartens, compared to 26% of rural kindergartens. [TR9.5]

9.6 PROFESSIONAL DEVELOPMENT

Eleven days per year are allotted for administrative and professional development activities for teachers in each school division. Principals were asked to report on kindergarten professional development activities. They reported that kindergarten teachers are encouraged to participate in professional development activities. The most frequently encouraged activities are:

1. Workshops organized by the school division,
2. Workshops offered by outside organizations,
3. Courses in child development, learning and education,
4. Personal readings and research,
5. Congresses and conferences,
6. Teachers' exchanges or visits,
7. Study leaves or sabbaticals.
   [TR9.6]

Most divisions provide some funding or financial assistance for professional development. Most often this assistance includes paying registration fees at conferences,covering costs of substitutes, sponsoring in-services, and paying some travel expenses. [TR9.6]

SUMMARY AND RECOMMENDATIONS

ENTRY SYSTEM

Nearly two-thirds of kindergartens used a staggered entry system in 1984-85. Most of these introductory periods (66%) were short, lasting less than a week. Teachers and principals who used a staggered system reported that it worked well and that they will use it again next year.

RECOMMENDATIONS

- THE GRADUAL ENTRANCE OF KINDERGARTEN CHILDREN SHOULD BE ENCOURAGED. SCHOOL DIVISIONS SHOULD INVESTIGATE ALTERNATIVE MODELS OF GRADUAL ENTRANCE (85).

LUNCH PERIOD

In most all-day kindergartens, children remain at the school for lunch. Activities over the lunch period most often consist of free play, either indoors or, weather permitting, outdoors. Supervision is most commonly done by the kindergarten teacher, sometimes with the assistance of paraprofessionals or student volunteers.

ADMINISTRATION

In the majority of kindergartens, principals make no special administrative arrangements for the kindergarten in the areas of washrooms, gymnasiums, music rooms, libraries, and maintenance services. Between a third and a half of principals see administration of the kindergarten as requiring special arrangements in the following areas: playground, equipment, use of paraprofessionals, use of volunteers, and transportation.

POSITION OF KINDERGARTEN WITHIN SCHOOL

Most principals (71%) see the kindergarten as different from the rest of the school; 49% view it as somewhat special; and 22% find it quite different. Kindergartens are seen as being less structured, less academic, and as having somewhat different goals. Principals cited social development as a main purpose of kindergartens, followed by orientation to school, and academic readiness.

Choice of Kindergarten Teacher

When choosing a kindergarten teacher, three-quarters of principals seek someone who is warm, loving, patient, and open. About half of principals look for someone with training and knowledge of early childhood.

Most principals (80%) would apply the same criteria when choosing a teacher for the other early grades.

Participation in School Life

All kindergartens are invited to participate in school and school-community events, usually at the discretion of the kindergarten teacher. In most cases, the kindergarten does participate.

RECOMMENDATIONS

- THE KINDERGARTEN SHOULD BE VIEWED AS AN INTEGRAL PART OF THE EARLY SCHOOL YEARS AND SHOULD PARTICIPATE IN SCHOOL AND SCHOOL-COMMUNITY EVENTS (86).

Communications

Most kindergarten teachers (82%) attend staff meetings monthly or more often to discuss general concerns, discipline, school rules and routines, and special programs and events.

Meetings with the principal are held as the need arises in most schools (78%), mainly to discuss specific children or specific concerns.

The extent to which teachers attend school team meetings varies widely: 12% never attend, 14% attend monthly or more, and 39% attend as the need arises. Eighteen percent attend. The main purpose of these meetings is to discuss regular programming and curriculum.

Between-school meetings are attended by about two-thirds of teachers, although most do not attend on a regularly scheduled basis. Forty-one percent attend these as the need arises, 18% attend once or twice a year, 12% attend monthly or more often, and 29% never attend.

Less than half of kindergartens (41%) have a kindergarten association or committee in their area. These associations are more common in urban areas than rural areas.

RECOMMENDATIONS

- KINDERGARTEN TEACHERS SHOULD BE CONSIDERED PART OF THE EARLY SCHOOL YEARS TEAM AND SHOULD ATTEND REGULAR TEAM MEETINGS (87).

- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO ESTABLISH KINDERGARTEN AND/OR EARLY SCHOOL YEARS SUPPORT GROUPS (88).

PROFESSIONAL DEVELOPMENT

All kindergarten teachers are encouraged by their principals to engage in professional development activities, the most frequent being workshops and courses. About two-thirds of principals also encourage personal readings and research, attendance at congresses or conferences, and teacher exchanges or visits. A third encourage study leaves or sabbaticals.

Most school divisions provide some professional development days. These range from two to eleven.

RECOMMENDATIONS

- SCHOOL DIVISIONS SHOULD CONTINUE TO SUPPORT THE PROFESSIONAL DEVELOPMENT OF KINDERGARTEN TEACHERS, IN COOPERATION WITH MANITOBA EDUCATION AND THE MANITOBA TEACHERS' SOCIETY (89).

- SCHOOL ADMINISTRATORS SHOULD PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES PROVIDED BY SCHOOL DIVISIONS AND MANITOBA EDUCATION IN THE AREA OF EARLY CHILDHOOD EDUCATION (90).

Manitoba Kindergarten Assessment

English Language, French Immersion and Heritage Language Programs 1985

Summary Report

Manitoba Education

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MANITOBA KINDERGARTEN ASSESSMENT 1985

ENGLISH LANGUAGE, FRENCH IMMERSION AND HERITAGE LANGUAGE PROGRAMS

SUMMARY REPORT

A REPORT OF THE

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PREFACE

The Summary Report is the third of three reports of the findings of the Kindergarten Assessment: English Language, French Immersion and Heritage Language Program 1985. It contains a brief description of the study along with recommendations based not only upon teacher and principal opinions but also upon the judgment of the Technical Advisory Committee. Members of the Committee reviewed the data and interpreted it in the light of their considerable knowledge of, and experience in, early years education. Teachers and school administrators are encouraged to review the recommendations for applicability to their kindergarten programs.

There are two other reports on this assessment. They are the Technical Report which presents the actual data and the General Report which analyses the data and presents conclusions and recommendations.

Both the General and Technical Reports will be distributed to school division offices, to teacher and trustee organizations, to libraries, and to the universities. This Summary Report will have the same distribution and, in addition, will be distributed to all kindergarten teachers and elementary school principals in the province. The companion to this report describes and interprets the Franco-Manitoban kindergarten program.

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- the contractors, Anne Deines and Dr. Hermann Duchesne, who gave professional assistance to all aspects of the assessment and Annette Boland-Willms who assisted the contractors for the month of August, 1985;

- the Joint Committee on Evaluation that provided guidance throughout the program;

- the Kindergarten Technical Advisory Committee that advised on instrument development and analysis of data;

- the Observer/Interviewer Team of early years' professionals that assisted in the review of the instruments and conducted the classroom observations and interviews with kindergarten teachers and their principals;

- the editorial consultants who gave advice in the report-writing stage;

- the school administrators and kindergarten teachers who were involved in the pilot stages of instrument development; and

- the divisions and schools that released their teachers for committee work during the assessment.

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DESCRIPTION OF THE STUDY

In the spring of 1984, the Joint Committee on Evaluation submitted a proposal to the Minister of Education recommending an assessment of early childhood education at the kindergarten level. The Minister approved the proposal and announced that a province-wide assessment of kindergarten programs would be conducted.

To assist the Department in developing assessment instruments and report data, a contract team and the Kindergarten Technical Advisory Committee were established.

The contractors prepared a model for this assessment. The model included a rationale for the study, the assessment framework and research methodology. It was reviewed and modified by the Department consultants and the Technical Advisory Committee who decided at this juncture to observe kindergarten classes in action for half a day and to interview both the teacher and the school principal of these kindergarten classes.

An observation checklist, a kindergarten teacher interview and principal interview questionnaires were developed by the contractors based upon input from the Technical Advisory Committee and Manitoba Education consultants. These checklists and interview instruments were reviewed and refined and then prepared for pilot testing.

Manitoba Education consultants and the contractors held a three-day training workshop for those on the Observer/Interviewer teams. During this period, team members arranged visits to kindergarten classrooms and piloted the 25-page Observation Checklists. They made observations within the classrooms and discussed the project and the instruments in detail with the classroom teachers. Later, the teams participated in a debriefing session with the Technical Advisory Committee. Certain changes and refinements were made to the instruments following the debriefing.

The Observer/Interviewer teams visited schools in the last two weeks of May in 1985. The two people in each team observed each classroom visited for a half day. This was followed by an extensive interview with the kindergarten teacher by one team member and a shorter interview with the school principal by the other team member.

Important considerations in the data gathering during the observations and interviews were the physical environment of the classroom, practices and activities, curricula in use, cultural diversity, evaluation, related services and supports, the use of paraprofessionals, and the role of the teacher.

Three reports were developed for this study. The first is called the Manitoba Kindergarten Assessment 1985: English Language, French Immersion, and Heritage Language Programs Technical Report. This report includes the procedures used in the assessment and all the basic data, expressed in frequencies and percents.

Data on items from the different instruments that relate to the same topic have been placed together. For example, the observation checklists report on space allotments within the kindergarten classroom, while the teacher interview questionnaire reports on the teacher's perception of the adequacy of the space allotments. Both of these sets of data are placed in proximity in the Technical Report.

The second report is the Manitoba Kindergarten Assessment 1985: English Language, French Immersion, and Heritage Language Programs General Report. It includes the findings and recommendations of the assessment. Analyses in the General Report were made on the basic data presented in the Technical Report.

The third (this report) is called the Report of the Manitoba Kindergarten Assessment 1985: English Language, French Immersion, and Heritage Languages, Summary Report. It comprises a brief summary of the assessment along with recommendations for improvement.

The Technical and General reports will be distributed to superintendents of school divisions, libraries, universities, and Manitoba Education and, on request, to those interested.

This Summary Report will be distributed to all kindergarten teachers, elementary school principals, school superintendents, as well as to libraries, universities, and Manitoba Education.

PROVINCIAL SAMPLE

There were two companion studies involved in the overall kindergarten assessment. The population for one study consisted of all English language, French immersion and heritage language kindergarten classrooms while the other consisted of all kindergarten classrooms in Franco-Manitoban schools. Two strata were developed from these populations--one urban and one rural. Ten percent of English language, French immersion, and heritage language classrooms was selected from each stratum for the one sample, while 50% of kindergarten classrooms in the Franco-Manitoban study was selected for the sample in that study. Fifty percent was selected in this sample because of the relatively small number of Franco-Manitoban kindergarten classrooms in the province. These two companion studies are reported completely separately. Each study will produce a Technical Report, a General Report, and a Summary Report.

DEVELOPMENT OF RECOMMENDATIONS

Educators were invited to become members of the Technical Advisory Committee because of their knowledge and expertise in early childhood education. Recommendations arose from a synthesis of observation and interview data along with the knowledge base of this Committee. This Summary Report presents the summary and recommendations of the English Language, French immersion, heritage language kindergarten programs in Manitoba. A list of all the recommendations can be found in the Appendix.

SUMMARY AND RECOMMENDATIONS

PHYSICAL ENVIRONMENT

CLASSROOM ENVIRONMENT

Seventy-one percent of kindergartens occupied single classrooms; 27% occupied double classrooms, and 2% used portable cottages.

Eighty-six percent of kindergartens were on ground floor level.

Average wall-to-wall classroom area was 95 square metres. A third of kindergartens were less than 80 square metres.

Larger, double classrooms were found more frequently in urban areas than in rural areas.

Nearly half of all kindergarten teachers found the amount of classroom space inadequate.

On average, kindergartens allocated 40% of classroom space to activity centres, 28% to large-group-activity areas, and 32% to convertible areas. There was a tendency for activity centres to be given a larger proportion of space in larger classrooms, in classrooms with larger enrollments, and in urban areas.

RECOMMENDATIONS

- THE PROVISION OF DOUBLE CLASSROOMS FOR KINDERGARTEN AREAS SHOULD BE ENCOURAGED AS ONE WAY OF PROVIDING ADEQUATE SPACE IN EXISTING FACILITIES (1).
- NEW FACILITIES SHOULD BE AT LEAST 95 SQUARE METRES, EXCLUDING STORAGE SPACE, REGARDLESS OF ENROLLMENT (2).
- KINDERGARTEN ROOMS SHOULD ALLOW FOR A VARIETY OF ACTIVITY CENTRES (3).
- KINDERGARTEN ROOMS SHOULD HAVE BOTH TILED AREAS AND CARPETED AREAS. AN ACCEPTABLE RATIO OF TILE TO CARPETED AREA WOULD BE APPROXIMATELY 50:50 (4).

ROOM DECORATION

The room decorations in the majority of kindergartens were visually stimulating (86%) and educationally stimulating (73%).

Only 22% of kindergartens used children's work to a great extent in the room room decorations. Commercial materials were used to a great extent in 20% of classrooms, and teacher-produced materials were used to a great extent in 27% of classrooms. The way in which children's work is displayed affects their attitudes toward the creative and written work of themselves and others.

RECOMMENDATIONS

- THE MAJOR EMPHASIS IN ROOM DECORATIONS SHOULD BE ON CHILDREN'S WORK RATHER THAN COMMERCIAL OR TEACHER'S WORK. (5).

SCHOOL FACILITIES

Most schools were equipped with gymnasiums (94%), and libraries (92%).

More than half of kindergartens (55%) either had no music room in the school (27%), no access to the music room (18%), or chose not to use the music room (10%).

Current bathroom facilities were satisfactory in 80% of kindergartens.

Entrance/exit facilities were acceptably located in 86% of kindergartens. However, about half the outside entrance doors were not easily opened by kindergarten children.

RECOMMENDATIONS

- IN THE PLANNING OF NEW FACILITIES, BATHROOMS SHOULD BE LOCATED WITHIN THE KINDERGARTEN AREA (6).
- IN THE PLANNING OF NEW FACILITIES, THERE SHOULD BE A SEPARATE OUTSIDE ENTRANCE FOR KINDERGARTEN STUDENTS, LOCATED NEAR THE OUTDOOR RECREATIONAL AREA (7).
- DOOR HANDLES SHOULD BE AT CHILDREN'S LEVEL AND DOORS SHOULD BE EASILY OPENED BY CHILDREN. IN EXISTING FACILITIES, THE SAFETY AND READY ACCESSIBILITY OF DOORS SHOULD BE EXAMINED AND, IF REQUIRED, THE NECESSARY ALTERATIONS MADE (8).
- KINDERGARTEN TEACHERS SHOULD HAVE ACCESS TO THE SPECIAL FACILITIES OF THE SCHOOL, SUCH AS THE GYMNASIUM, MUSIC ROOM OR LIBRARY, AND THE SAME OPPORTUNITY AS OTHER TEACHERS TO USE THEM (9).

OUTDOOR RECREATIONAL FACILITIES

All kindergartens had access to an outdoor recreational area, although nearly a third of these were located some distance from the kindergarten. Only 8% of kindergartens had their own exclusive outdoor area. Playground equipment included slides, metal climbing structures, swings and teeter-totters, and such wooden structures as towers. Three-quarters of teachers indicated that outdoor recreational facilities were satisfactory.

RECOMMENDATIONS

- THERE SHOULD BE AN OUTDOOR PLAYGROUND AREA LOCATED NEAR THE KINDERGARTEN (10).
- THE PLAYGROUND SHOULD BE EQUIPPED WITH FIXED AND MOBILE OUTDOOR RECREATIONAL EQUIPMENT THAT IS SAFE AND APPROPRIATE FOR EARLY SCHOOL YEARS CHILDREN (11).

FIXTURES

The amount of bulletin board and display space varied greatly among kindergartens. On average, kindergartens had 13 square metres of fixed bulletin boards, 1 square metre of moveable bulletin boards, and used 9.7 square metres of wall surface for display purposes. Total display area averaged 24 square metres.

In general, the fewer the fixed bulletin boards that teachers had, the more they used wall surfaces for display purposes.

One-third of teachers indicated they did not have enough fixed bulletin boards. Greatest dissatisfaction came from teachers who displayed children's work a great deal.

Thirty-nine percent of kindergartens had moveable bulletin boards. Nearly half the teachers with no moveable bulletin boards would like to have some.

Eighty percent of kindergartens were equipped with fixed chalkboards, averaging about 4 metres in length. Fixed chalkboards were not a priority item among teachers, with only 18% saying they could use more.

Moveable chalkboards were located in 45% of classrooms. Nearly a third of teachers said they would like to have more moveable chalkboards.

Two-thirds of kindergartens were equipped with chart stands which were in good condition. Most teachers (77%) indicated they had enough chart stands.

The number of electrical outlets varied from one to more than six. The average number of double outlets was 3.3 per classroom. Most teachers with one or two outlets indicated they did not have enough.

In 20% of kindergartens none of the electrical outlets were conveniently located.

Three-quarters of classrooms were equipped with utility sinks, which were in good condition. One-third of teachers indicated they did not have enough utility sinks.

A third of kindergartens had in-class drinking fountains. Most were installed at children's level and were in good condition. Half the teachers with no fountain said they would like to have one. Only 18% of classrooms without fountains were equipped with paper cups for children to get drinks.

Twenty-nine percent of kindergartens made use of portable dividers for partitioning activity areas. Nearly half of teachers and observers indicated that there were not enough dividers or moveable shelves to partition activity areas.

RECOMMENDATIONS

- KINDERGARTENS SHOULD HAVE BOTH FIXED AND MOVEABLE BULLETIN BOARD SPACE AT CHILDREN'S HEIGHT. THERE SHOULD BE ENOUGH BULLETIN BOARDS TO ALLOW TEACHERS TO DISPLAY SOME OF EACH CHILD'S WORK AT ALL TIMES (12).

- THERE SHOULD BE MORE FIXED BULLETIN BOARDS THAN CHALKBOARDS (13).

- KINDERGARTENS SHOULD HAVE AT LEAST FOUR CONVENIENTLY LOCATED DOUBLE ELECTRICAL OUTLETS IN EACH CLASSROOM (14).

- KINDERGARTENS SHOULD HAVE SUFFICIENT DIVIDERS, AT CHILDREN'S HEIGHT, TO PROVIDE FLEXIBILITY IN THE USE OF SPACE AS WELL AS THE DESIGNATION OF AREAS FOR ACTIVITY CENTRES. (THIS CAN INCLUDE PORTABLE DIVIDERS, MOVEABLE CHALKBOARDS, OR MOVEABLE BULLETIN BOARDS) (15).

STORAGE

Storage facilities were inadequate in at least half of kindergartens.

Fifty-five percent of kindergartens had closets or small rooms for teachers' use.

On average, kindergartens had 38 metres of fixed shelves and 3.4 moveable shelf units.

Kindergartens relied more on shelving for holding and storing equipment and materials than carts. Sixty-one percent of kindergartens had no carts.

Generally, storage facilities were in good condition.

The majority of kindergartens had sufficient hooks for children's clothing. Shortages existed in 18% to 24% of kindergartens.

Nearly half of kindergartens had insufficient storage compartments, cupboards, or lockers for children's use.

RECOMMENDATIONS

- STORAGE FACILITIES SUCH AS SHELVING, MOVEABLE STORAGE CARTS, AND STORAGE ROOMS SHOULD BE A PRIORITY IN ORDER TO ACCOMMODATE THE VARIETY OF MATERIALS AND EQUIPMENT REQUIRED BY A KINDERGARTEN CLASS (16).

- A STORAGE ROOM SHOULD BE LOCATED ADJACENT TO THE KINDERGARTEN ROOM TO ACCOMMODATE MATERIALS AND EQUIPMENT THAT ARE USED ON A ROTATING BASIS (17).

- THERE SHOULD BE AN AREA IN OR NEAR THE CLASSROOM IN WHICH EACH CHILD HAS ROOM FOR PERSONAL BELONGINGS. HOOKS ARE PREFERABLE TO HANGERS (18).

FURNITURE

On average, kindergartens had 9.25 child-size tables and 27 child-size chairs. Tables were mainly non-stacking, while chairs were mainly stacking. The quality and quantity of both tables and chairs were deemed adequate in most cases.

Display tables were not common items in kindergartens. Only 32% had two or more. Nearly one-third of teachers indicated they did not have enough display tables.

In 90% of kindergartens furniture was light, sturdy, and in good condition. Eighty percent of classrooms could be rearranged easily to open up large areas for physical activities.

RECOMMENDATIONS

- IN FURNISHING KINDERGARTENS, TABLES AND CHAIRS SHOULD BE USED RATHER THAN DESKS (19).
- DESIGNATED SEATING ARRANGEMENTS SHOULD NOT BE USED IN THE KINDERGARTEN (20).

LARGE EQUIPMENT: APPLIANCES

The majority of kindergartens had access to stoves (88%) and refrigerators (96%), although these were rarely located in kindergarten classrooms.

RECOMMENDATIONS

- KINDERGARTENS SHOULD HAVE ACCESS TO STOVES AND REFRIGERATORS (21).
- STOVES SHOULD BE LOCATED IN AN AREA IN WHICH THERE IS AMPLE ROOM FOR ALL CHILDREN TO PARTICIPATE IN COOKING EXPERIENCES (22).

SUPPLIES, MATERIALS, AND EQUIPMENT

The majority of kindergartens had access to a variety of audio-visual equipment including record players (100%), cassette decks (100%), listening sets (82%), filmstrip projectors (92%), slide projectors (82%), movie projectors (94%), overhead projectors (92%), screens or projection areas (96%), television monitors (90%), video-cassette receivers, (78%), VCR cameras (51%), and computers (92%). With the exception of record players and cassette decks, most of this equipment was part of the general school supply. The majority of equipment was in good working condition, and supplies were sufficient.

Eighty percent of kindergartens had access to a piano, either in the class classroom (41%) or elsewhere in the school (39%). About a third of teachers used a musical instrument other than a piano (e.g., guitar) with their classes. Rhythm instruments were available to 92% of kindergartens. Most musical instruments were in good condition, and generally teachers were satisfied with their supply, although 20% would like to have more rhythm instruments.

Supplies of balls, games equipment, large equipment, and miscellaneous general physical education equipment were reported to be adequate by three-quarters or more of teachers. On the other hand teachers reported that there were several types of physical education equipment either lacking or in short supply. Percentages of teachers reporting this were: 37% - perceptual motor equipment; 33% - wall climbing units; 71% - portable mini-gyms; and 75% - indoor tunnels.

Physical education equipment was found to be in good condition in more than 90% of kindergartens.

The most common materials, found in more than 80% of classrooms, were: story-books; painting and drawing materials, manipulative/perceptual materials; playhouses and playhouse equipment; dolls and doll equipment; educational games; large blocks and large manipulatives; sandboxes; dress-up materials; and listening materials.

Sixty to 77% of kindergartens contained the following supplies: vehicles; modelling materials; paper and pencil materials; and sorting and classifying materials.

Forty to 59% of classrooms were equipped with: items from nature; puppets; waterplay tables and equipment; housekeeping tools; cushions or mats; food preparation dishes and utensils; non-creative colouring materials; and science materials such as clocks, magnets, measuring instruments.

Less than 40% of kindergartens contained: rocking or other comfortable chairs; store items; woodworking or carpentry materials; puppet theatres; ingredients for food preparation; viewing materials for children; riding toys; and small animals and fish.

Supplies of most materials were deemed to be sufficient by most teachers. Items which more than one-quarter of teachers said were insufficient included playhouse dishes, utensils, housekeeping tools; dolls and doll equipment; listening materials; sorting and classifying materials; large blocks and large manipulatives; puppets and puppet theatres; educational games; dress-up materials; sandplay materials; science materials such as clocks, magnets, etc.; store items; large trucks and vehicles; food preparation materials; cushions, mats, and comfortable chairs; viewing materials; fish and small animals; and riding toys.

Existing materials were in good condition in most kindergartens. Twenty percent or more of teachers judged the following to be in poor condition: dress-up materials; food preparation utensils; playhouse equipment; dolls and doll equipment; puppets; rocking chairs or other comfortable chairs; sandboxes and sandplay items; store materials; large trucks and vehicles; and riding toys.

RECOMMENDATIONS

- KINDERGARTEN CLASSROOMS SHOULD BE EQUIPPED WITH A WIDE VARIETY OF EQUIPMENT AND MATERIALS (23).

- SCHOOL DIVISIONS AND MANITOBA EDUCATION, IN COLLABORATION, SHOULD DEVELOP A LIST OF BASIC EQUIPMENT AND MATERIALS FOR THE KINDERGARTEN (24).

- FUNDING FOR KINDERGARTENS SHOULD BE REVIEWED BY MANITOBA EDUCATION AND SCHOOL DIVISIONS TO ENSURE THAT KINDERGARTENS ARE ALLOCATED FUNDS FOR MATERIALS AND EQUIPMENT IN ACCORDANCE WITH THE BASIC NEEDS OF KINDERGARTEN CLASSES (25).

- THERE SHOULD BE CONSULTATION AND COOPERATION BETWEEN THE KINDERGARTEN TEACHER AND PHYSICAL EDUCATION AND MUSIC TEACHERS TO ENSURE THAT PHYSICAL EDUCATION AND MUSIC EQUIPMENT ARE APPROPRIATE FOR THE KINDERGARTEN (26).

PLANNING AND ORGANIZATION OF CLASSROOM ACTIVITIES

CLASS SIZE

Average class size was 22 children, ranging from a low of five to a high of 33. A third of kindergartens had enrollments of 25 children or more. On average, rural kindergartens were somewhat smaller than urban kindergartens: 19 children compared to 23 children. The Technical Advisory Committee feels that class size should not exceed 20 students. However, the assessment itself did not look specifically at the question of optimal enrollment and therefore, the data analysis does not give any direction to this issue. Optimal enrollment is an issue that should be studied by both Manitoba Education and school divisions.

RECOMMENDATIONS

- MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD STUDY OPTIMAL ENROLLMENT FOR KINDERGARTEN CLASSES AND SHOULD DEVELOP A POLICY ON THIS ISSUE (27).

HOURS AND DAYS OF OPERATION

About three-quarters of kindergartens were half day, and one-quarter were full day. Most full-day kindergartens were located in rural areas and were

the result of busing requirements. Slightly more than half of teachers with full-day kindergartens said they would prefer half days. Most teachers with half-day programs were satisfied with their hours. In this study it was found that some aspects of half-day programming were preferable to full-day alternate day programming. For example, full-day kindergartens tended to use paper and pencil materials more than half-day programming.

RECOMMENDATIONS

- REGARDLESS OF WHETHER CHILDREN ATTEND A HALF-DAY EVERY DAY KINDERGARTEN, OR A FULL-DAY ALTERNATE DAY KINDERGARTEN, PROGRAMMING SHOULD BE BASED ON CHILDREN'S DEVELOPMENTAL NEEDS (28).

PLANNING OF SESSIONS

Kindergarten teachers appear to be undertaking careful planning and are to be commended for their flexibility. Careful planning is essential in order to provide experiences that meet the needs of children of all levels of ability and development.

Written plans, both long-term and short-term, are made by the majority of teachers. Daily plans are "very" detailed for half of teachers and "moderately" detailed for a quarter. Most principals (84%) expect kindergarten teachers to keep a day book, and 22% expect written lesson plans for every kindergarten activity. Most teachers (88%) reported they are flexible about their plans and readily change them to accommodate visitors, unexpected events, children's moods, and teachable moments.

Most of the sessions that were observed during the visitations were planned. Spontaneous sessions occurred in about one-third of kinder- gartens but occupied only 10% of the total time.

RECOMMENDATIONS

- THE EMPHASIS IN PLANNING SHOULD BE ON CREATING A STIMULATING LEARNING ENVIRONMENT TO MEET THE NEEDS OF EACH CHILD. PLANS SHOULD BE FLEXIBLE AND PERMIT THE TEACHER TO RESPOND TO UNSCHEDULED INTERVENTIONS BASED ON THE IMMEDIATE OBSERVATIONS OF CHILDREN'S DEVELOPMENT AND LEARNING NEEDS. CONFINING, TIME-ALLOCATED "LESSON" PLANS SHOULD BE AVOIDED (29).

ENVIRONMENTAL CHANGES

In about half of kindergartens, major changes to the classroom environment

are made on a seasonal basis; in a quarter they are made monthly or more often; and in a quarter they are never made. Moderate changes are made every week in half the kindergartens, once a month in a quarter, and less than once a month in a quarter.

Three-quarters of teachers lack the space, materials, or equipment to establish all the activity centres they would like.

RECOMMENDATIONS

- IN KINDERGARTENS WHERE SPACE IS A PROBLEM, TEACHERS SHOULD BE ENCOURAGED TO ROTATE CENTRES AND TO MONITOR THESE CAREFULLY TO ENSURE THAT THEY ARE WELL STOCKED AND REPAIRED (30).

MANITOBA SOURCEBOOKS AND CURRICULUM GUIDES

Two-thirds of kindergarten teachers are very familiar with the sourcebook, Early Childhood: A Time for Learning, A Time for Joy, and 59% use it frequently.

On average, about a third of teachers are "very" familiar with most guides and use them "quite a lot." About half of teachers are "somewhat" familiar with most guides and use them to some degree.

Least familiar to, and least used by teachers, is the K-6 Computer Awareness Guide.

RECOMMENDATIONS

- TEACHERS SHOULD BECOME FAMILIAR ENOUGH WITH THE SOURCEBOOK AND CURRICULUM GUIDES THAT THEY CAN USE THEM AS A BASIS FOR ESTABLISHING ACTIVITY-BASED LEARNING (31).

- TO MAXIMIZE THE USE OF THE SOURCEBOOK AND GUIDES, PROFESSIONAL DEVELOPMENT ACTIVITIES SHOULD BE HELD AT THE DIVISIONAL LEVEL (32).

THEMES

Ninety-two percent of teachers use themes at least some of the time, and 75% believe they are a very effective way of integrating activities. The most common methods by which themes are chosen are "seasonal items and holidays" (88%) and "what the teacher believes the children will find interesting" (75%).

RECOMMENDATIONS

- THE USE OF THEMES SHOULD BE BROADENED TO PLACE LESS EMPHASIS ON SEASONAL ITEMS AND HOLIDAYS AND WHAT THE TEACHER BELIEVES THE CHILDREN WILL FIND INTERESTING, AND MORE EMPHASIS SHOULD BE PLACED ON THEMES WHICH INTEGRATE MATERIAL FROM ALL AREAS OF THE CURRICULA AS SUGGESTED IN THE CURRICULUM GUIDES (33).

- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE USE OF THEMES (34).

ALLOCATION OF TIME

The largest proportion of kindergarten time is spent on whole-group activities. On average, kindergartens have 5.5 whole-group sessions, totalling about an hour and 40 minutes per half day. Observed sessions ranged from 15 minutes to 45 minutes in length.

Play-activity sessions occurred in 94% of kindergartens on the day of observation. The average time was 37 minutes.

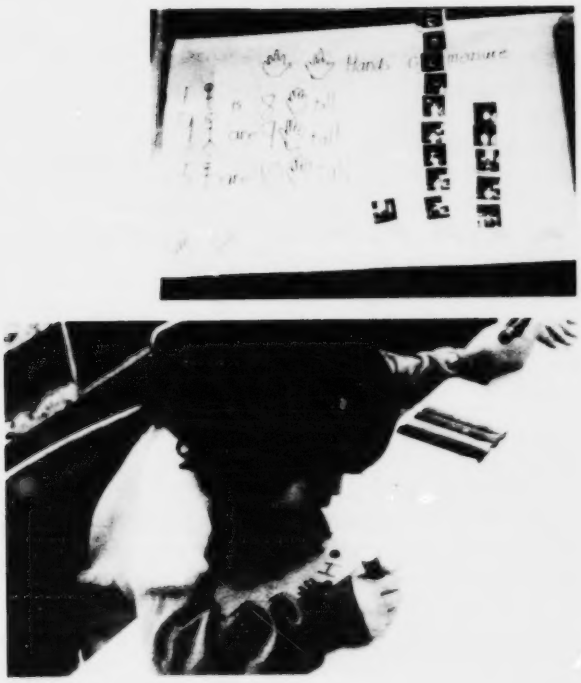
Part-group sessions occurred in 29% of classrooms, occupying on average 33 minutes per half day. Sessions ranged from 15 minutes to 45 minutes.

Observations indicate that kindergartens may be spending too much time on whole-group sessions and not enough time on play-activity sessions. Whole-group instruction of 100 minutes per half day is excessive and should be reduced, while play-activity time of 37 minutes is insufficient.

RECOMMENDATIONS

- IN HALF-DAY KINDERGARTENS THERE SHOULD BE A MINIMUM OF ONE HOUR OF UNINTERRUPTED FREE-CHOICE PLAY. KINDERGARTEN CHILDREN LEARN BEST THROUGH PLAY AND MUST BE GIVEN ADEQUATE TIME TO PURSUE SELF-INITIATED ACTIVITIES (35).

- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE USE OF PLAY (36).



CLASSROOM ACTIVITIES: CONTENT

WHOLE-GROUP SESSIONS

The most frequent types of whole-group activities are oral language activities, group instruction, reading stories to the whole class, as well as music and singing. These activities were observed in the majority of classrooms and were reported to be daily activities by the majority of teachers.

The development of listening and speaking skills, cognitive abilities, and reading and writing skills were the primary objectives of observed whole-group activities.

The dialogue and product of whole-group sessions tended to be closed, or partly open and partly closed, rather than open-ended.

RECOMMENDATIONS

- KINDERGARTENS SHOULD SPEND LESS TIME ON WHOLE-GROUP ORAL LANGUAGE ACTIVITIES AND WHOLE-GROUP INSTRUCTION SINCE CHILDREN DEVELOP ORAL LANGUAGE BEST IN SITUATIONS THAT ARE MEANINGFUL TO THEM AND NOT IN TEACHER-DIRECTED, WHOLE-GROUP SITUATIONS (37).

- MOST WHOLE-GROUP TIME SHOULD BE SPENT ON THE FOLLOWING TYPES OF ACTIVITIES: PHYSICAL ACTIVITIES (GYMNASIUM, MOVEMENT AND DANCE, GAMES, OUTDOOR SESSIONS), MUSIC AND SINGING, READING STORIES, FILMS, LIBRARY VISITS, AND PLANNING TIME (38).

PART-GROUP SESSIONS

Part-group sessions occurred in 29% of kindergartens. Most frequently, part-group activities involved arts and crafts, oral language development, and group instruction.

The primary objectives of part-group activities were cognitive development and the development of listening and speaking skills.

Part-group sessions tended to be more structured than either whole-group activities or play activities: more than half (56%) were closed, i.e., the end product was determined and the dialogue was restricted.

RECOMMENDATIONS

- ALTHOUGH THERE ARE SOME SITUATIONS THAT ARE AMENABLE TO PART-GROUP SESSIONS, IN GENERAL PART GROUPS SHOULD BE AVOIDED AS A WAY OF ORGANIZING THE CLASS FOR LARGE PORTIONS OF THE DAY (39).

- WHERE USED, PART GROUPS (SMALL GROUPS) SHOULD BE LOOSELY FORMED AND READILY CHANGED. PERMANENT OR LONG-LASTING ABILITY GROUPS SHOULD BE AVOIDED (40).

PLAY ACTIVITIES

Play activities occurred in 94% of kindergartens.

Primary objectives of observed play activities were the development of fine motor skills, the development of listening and speaking skills, and cognitive development.

Play activities tended to be more open-ended than either whole-group or part-group activities. In about half of kindergartens, play activities were either all open-ended or mostly open-ended. Slightly more than half of all the play activities that were observed in all kindergartens were open-ended.

There were, on average, 7.8 play activities per kindergarten, ranging from none in three classrooms to 15 in one classroom.

The most frequently observed play activity, occurring in two-thirds of kindergartens, involved sorting and classifying.

Three-quarters or more of teachers indicated that the following play activities are available to children for the entire kindergarten year: playing house, drawing and painting, handling large manipulatives, using educational games, artwork construction, manipulative perceptual centres, dress up, and library.

Sandplay was observed in 43% of kindergartens. About half make sandplay available to children for the full ten months of the year.

On average, waterplay activities are made available to children for 5.9 months of the year. One fifth of all kindergartens never have waterplay.

Woodworking or carpentry activities were observed in only 16% of kindergartens. Teachers confirmed these activities occur infrequently. Sixty-one percent said they "never" occur.

Only a third of kindergartens were equipped with playstore materials and playstore activities took place in only 12% of kindergartens on the day of observation. A quarter of teachers reported they "never" provide playstore activities.

Cooking and food preparation were observed in only 6% of kindergartens. A quarter of teachers reported that they never undertake cooking or food preparation activities, and most teachers provide them infrequently.

The observers found that, in art activities, there was often little creativity: all children followed the same directions or outlines for cutting and pasting, producing the same end products.

Materials and Equipment

Frequent Use. Materials and equipment used frequently (several times a week for most of the year in most kindergartens) include materials and/or equipment for artwork construction, painting and drawing, puzzles and games, large and small manipulatives, sorting and classifying, dress-up, playhouse, and listening activities.

Moderate Use. Materials and equipment used moderately often (once a week for most of the year, or several times a week for half the year) include: sandboxes and equipment; modelling materials; pianos and rhythm instruments; physical education materials (perceptual-motor, balls, and large equipment); reading readiness materials (kits, flashcards); language experience charts; and paper and pencil materials.

Infrequent Use. Materials and equipment used infrequently (less than once a week for part of the year; or weekly or more often for three or four months) include: computers, non-creative colouring materials, waterplay equipment and materials, vehicles and toys, puppets, mini-gyms, indoor

tunnels, rest materials, small animals and fish, woodworking and carpentry materials, playstores and equipment, viewing equipment, cooking and food preparation materials, musical instruments other than pianos, sand substitutes, basal readers, and puppets.

Most kindergartens appear to be providing a variety of play activities. Teachers are to be commended for the extensive manner in which they are making use of large and small manipulatives, sorting and classifying materials, and puzzles and educational games.

Also being used extensively are craft construction materials as well as painting and drawing materials. It is encouraging to note that few teachers are using non-creative, duplicated colouring materials.

RECOMMENDATIONS

- BASIC ACTIVITIES. THE FOLLOWING BASIC ACTIVITIES SHOULD BE PROVIDED IN ALL KINDERGARTENS FOR THE FULL TEN MONTHS OF THE YEAR.

    1. PLAY WITH BLOCKS AND LARGE MANIPULATIVES
    2. DRAMATIC PLAY (HOUSE, COMMUNITY, DRESS-UP, RESTAURANT, ETC.)
    3. SANDPLAY
    4. WATERPLAY
    5. LISTENING/LIBRARY
    6. EXPLORATION AND DISCOVERY (MATH/SCIENCE)
    7. ART CONSTRUCTION
    8. USE OF SMALL MANIPULATIVES, GAMES, PUZZLES
    9. WOODWORKING/CARPENTRY/CONSTRUCTION
    10. SPECIAL INTEREST (41).

- DRAMATIC PLAY. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF OTHER TYPES OF ROLE PLAYING SITUATIONS, IN ADDITION TO PLAYHOUSES. FOR EXAMPLE, STORES, SHOPS, AND SERVICES SUCH AS HOSPITALS SHOULD BE SET UP IN CONJUNCTION WITH, OR OCCUR AS SUBSTITUTES FOR, PLAYHOUSES (42).

- OTHER CENTRES. IN ADDITION TO THE TEN CENTRES SPECIFIED ABOVE, OTHER CENTRES INCORPORATING SUCH ACTIVITIES AS COOKING, USE OF COMPUTERS, OR PHYSICAL ACTIVITIES SHOULD BE ADDED TEMPORARILY, OR PERMANENTLY, DEPENDING ON AVAILABLE SPACE AND EQUIPMENT, AND THE PARTICULAR NEEDS OF THE CHILDREN (43).

- COOKING AND FOOD PREPARATION. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF COOKING AND FOOD PREPARATION ACTIVITIES. (44).

- PAPER AND PENCIL MATERIALS. THE USE OF STENCILED WORKSHEETS AND WORKBOOKS SHOULD BE DISCOURAGED IN KINDERGARTENS. THESE ARE INAPPROPRIATE FOR BOTH HALF-DAY AND FULL-DAY KINDERGARTENS (45).

- CREATIVE WRITING CENTRES. THESE PERMIT CHILDREN TO CREATE AND WRITE THEIR OWN STORIES AND SHOULD BE ENCOURAGED. PAPER AND A VARIETY OF WRITING INSTRUMENTS (PENCILS, MARKERS) SHOULD BE AVAILABLE FOR CHILDREN WHO CHOOSE TO WRITE OR DICTATE STORIES (46).

- PUPPETS. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF PUPPETS AND PUPPET THEATRES (47).

- ARTS AND CRAFTS. ART ACTIVITIES SHOULD BE MORE OPEN-ENDED, ALLOWING CHILDREN TO EXERCISE CREATIVITY AND SPONTANEITY (48).

- ALL CENTRES SHOULD BE EQUIPPED WITH A VARIETY OF MATERIALS AND EQUIPMENT, FROM SIMPLE TO COMPLEX (49).

FIELD TRIPS

Field trips appear to be important components of the overall activities of kindergartens. On average, kindergartens made six school or school grounds excursions; four nature walks away from the school grounds; and six trips to other places or events. Most teachers believe field trips and outings are effective ways of increasing the experiences of kindergarten children.

RECOMMENDATIONS

- THE CONTINUED USE OF FIELD TRIPS AND OUTINGS IS RECOMMENDED (50).

TEACHER-CHILD INTERACTION

TYPES OF TEACHER PARTICIPATION

The types of teacher participation, placed in order according to the total amount of time that they occupied during the observations, were: 1) asking questions, getting children to talk, verifying comprehension; 2) instructing, explaining, demonstrating; 3) conversing, encouraging spontaneous expression, answering questions; 4) praising, encouraging, comforting; 5) giving orders, disciplining; and 6) engaging, alongside children, in games or activities.

Teachers are to be commended for the extent to which they provided "praise, encouragement, and comfort" to their children. Although this ranked number four in terms of the actual amount of time it occupied, it occurred in more sessions than any other type of participation.

It is also encouraging to note the relative infrequency with which teachers "gave orders and disciplined" children on the day of observation.

The types of teacher participation that were observed during different types of sessions lends some support to the contention that play-activity sessions may be better vehicles for oral language development than whole- group sessions. Teachers were more inclined to "instruct, explain, and demonstrate" during whole-group sessions than during play-activity sessions. On the other hand, play-activity sessions saw more "conversation, spontaneous expression, and answering of questions" than whole-group sessions.

VERBAL INTERACTION

Verbal interaction during whole-group sessions tended to be dominated by the teacher rather than the children. In play-activity sessions the children did most of the talking. The Technical Advisory Committee suggests that play-activity sessions are more appropriate for oral language development.

RECOMMENDATIONS

- KINDERGARTEN ACTIVITIES SHOULD MAXIMIZE OPPORTUNITIES FOR ORAL LANGUAGE DEVELOPMENT (51).

These findings support the previous recommendation that the amount of time allocated to play-activity sessions should be increased.

- DURING PLAY/ACTIVITY SESSIONS TEACHERS SHOULD JOIN INTO THE ACTIVITIES OF INDIVIDUALS OR SMALL GROUPS AS THIS INCREASES THE OPPORTUNITIES FOR ORAL LANGUAGE DEVELOPMENT (52).

TYPES OF CHILD PARTICIPATION

Creativity and initiative were not as prevalent to the observers as other aspects of child participation such as the ease between children and teachers, respect for materials, perseverance, interest, and enthusiasm.

RECOMMENDATIONS

- IF TEACHERS WISH TO INCREASE OPPORTUNITIES FOR CREATIVITY AND INITIATIVE, PRODUCT-ORIENTED ART, WORKSHEET ACTIVITIES, AND WHOLE-GROUP LESSONS SHOULD BE DISCOURAGED (53).

CHOICE OF ACTIVITIES

Group Sessions

Generally, kindergarten children are expected to participate in group sessions.

Play Activities

Free choice is the most common method of assigning children to activities during play sessions. However, there are usually limits to the number of children that are allowed to participate in specific activities at the same

time. It is also common for teachers to make suggestions to children or attempt to influence their choices of activities.

About three-quarters of teachers occasionally assign children to activities or restrict their choices to two or three activities. In about a quarter of kindergartens, teachers do this daily. When this occurs, children are usually allowed to choose some of their activities, while the teacher assigns them to others. It is rare for children to be given no choice.

Planning Sessions. About half of kindergartens usually have a whole-class planning session prior to the main play-activity session; another quarter sometimes do. Planning sessions were observed more frequently in kindergartens where children had no choice or a restricted choice of activities than in kindergartens where children could choose freely.

Planning sessions are important vehicles by which children learn to set priorities and make choices; therefore, they should be encouraged. They are, however, as important for free choice situations as for restricted choice situations. Observations suggest that planning sessions may be overemphasized as vehicles for "guiding" or "restricting" the choice of children.

Movement. In the majority of kindergartens children are allowed to move from one activity to another, provided space is available and rules such as finishing tasks or putting materials away are followed. Only rarely (6% of kindergartens) are children required to change activities at periodic intervals.

Clean-up. In most kindergartens (approximately 80%), clean-up is accomplished by the whole class at the end of the play-activity session. In about half of kindergartens, children also clean up after themselves during the play-activity session, particularly if they wish to change activities. In a few cases (approximately 10%), clean-up is carried out by the teacher or paraprofessional.

Record Keeping. About a third of teachers keep daily records of the play activities each child undertakes; another quarter keep occasional records. Primarily, teachers use this information to assess the needs and interests of children and to provide information for reporting to parents.

RECOMMENDATIONS

- GROUP SESSIONS. BOTH WHOLE-GROUP AND PART-GROUP SESSIONS SHOULD ALLOW CHILDREN SOME CHOICES (54).

- PLAY ACTIVITIES. DURING PLAY/ACTIVITY SESSIONS, TEACHERS SHOULD MAXIMIZE OPPORTUNITIES FOR CHILDREN TO CHOOSE FREELY FROM A WIDE VARIETY OF ACTIVITIES, EQUIPMENT, AND MATERIALS (55).

- PLANNING. PLANNING SESSIONS SHOULD NOT BE USED TO RESTRICT THE CHOICES OF CHILDREN, BUT RATHER TO ENABLE CHILDREN TO LEARN TO SET PRIORITIES AND MAKE CHOICES (56).

- MOVEMENT. DURING ACTIVITY SESSIONS, CHILDREN SHOULD GENERALLY BE ALLOWED TO MOVE FREELY FROM ONE ACTIVITY TO ANOTHER (57).

- CLEAN-UP. CHILDREN SHOULD BE ENCOURAGED TO PARTICIPATE IN CLEAN-UP, WHETHER IT OCCURS AT THE END OF AN ACTIVITY OR AT THE END OF PLAY TIME. THIS SHOULD BE A POSITIVE EXPERIENCE FOR BOTH THE CHILDREN AND THE TEACHER (58).

- RECORD KEEPING. THE PRIMARY PURPOSE FOR OBSERVATION AND RECORD KEEPING SHOULD BE TO PLAN PROGRAMMING BASED ON CHILDREN'S NEEDS. IT IS RECOMMENDED THAT SCHOOL DIVISIONS EXPAND THE OPPORTUNITY FOR TEACHERS TO DEVELOP OBSERVATION AND RECORD-KEEPING SKILLS THROUGH PROFESSIONAL DEVELOPMENT ACTIVITIES (59).

ASSESSMENT OF KINDERGARTEN CHILDREN

ASSESSMENT OF STUDENTS

Ninety-four percent of teachers keep records of children's progress. The most frequent assessment techniques, used weekly or more often by about half of teachers, are "recording general observations" and "recording anecdotes". Saving samples of children's work, completing checklists, and administering oral tests are occasionally used in most classrooms, while paper and pencil tests are rarely used.

RECOMMENDATIONS

- SCHOOL DIVISIONS SHOULD PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS TO BECOME SKILLED IN A WIDE RANGE OF ASSESSMENT TECHNIQUES THAT ARE BASED ON A SOUND KNOWLEDGE OF CHILD DEVELOPMENT (60).

- THE PURPOSE OF ASSESSMENT SHOULD BE TO PLAN PROGRAMMING THAT IS BASED ON CHILDREN'S NEEDS (61).

TESTING OF CHILDREN

Fifty-seven percent of teachers reported that commercial or divisional tests had been, or would be, administered to kindergarten children during

the year. In most instances (65%), the tests were selected by someone other than the kindergarten teacher. They were most often administered by the teacher (55%), the resource teacher (24%), or both the kindergarten and resource teachers (7%).

Principals and teachers reported that test results are most commonly used to determine strengths and weaknesses, identify needs and determine readiness and placements for grade one.

A large number of tests (27) were named by teachers and principals with no single test being used in a majority of kindergartens. The most frequently identified test was the Metropolitan Readiness Test which was named by about a quarter of all teachers and principals, or nearly half of those who use tests.

Teachers pointed out that test results are always used in conjunction with other forms of teacher assessment when making placements or determining readiness. This is encouraging. Placements should never be made on the basis of test results alone, as these do not provide a true picture of a child's maturity or skills.

RECOMMENDATIONS

- IF FORMAL (COMMERCIAL) TESTS ARE TO BE USED IN KINDERGARTENS, THE KINDERGARTEN TEACHER SHOULD BE INVOLVED IN THE DECISION-MAKING PROCESS AT BOTH THE SCHOOL AND DIVISIONAL LEVELS (62)

- PLACEMENT DECISIONS SHOULD NOT BE BASED SOLELY ON THE RESULTS OF FORMAL TESTS. A TEAM APPROACH TO PLACEMENT DECISIONS USING A VARIETY OF ASSESSMENT TECHNIQUES IS RECOMMENDED (63).

PARENTS: REPORTING AND COMMUNICATING

Three-quarters of teachers prepare written reports for parents. Most reports are either structured, or both narrative and structured. Ninetythree percent of teachers who do not prepare written reports teach in urban kindergartens.

The most frequent items on written report forms are in the areas of personal and social growth. These are reported on 81% of written forms. About half the forms report academic and physical growth, while a third contain items specifically related to language skills and reading readiness.

The content and form of written reports varies greatly throughout the province.

Parent-teacher interviews or conferences are scheduled in 84% of kindergartens, usually two or three times a year. These conferences are well

attended by parents: the majority of teachers (88%) indicated that more than 80% of parents attend.

A large proportion of kindergarten teachers are in contact with parents monthly or more often through bulletins and announcements (79%), notes and telephone calls about individual children (69%), and newsletters (59%). Most kindergartens (94%) hold special parent events several times a year (88%) and orientation meetings once or twice a year (67%).

Communications between teachers and parents appear to be excellent in most kindergartens. The frequent contact and high rates of parent attendance at teacher-parent conferences are noteworthy. The two-thirds of kindergartens that hold orientation meetings are to be commended. Other kindergartens should be encouraged to do the same, as these are a valuable means by which parents can learn about the value of play and the purposes of the kindergarten program.

It is also encouraging to note that more emphasis is being placed on parent-teacher conferences than on written reports. Written reports are best used in conjunction with teacher-parent conferences, rather than alone.

RECOMMENDATIONS

- COMMUNICATIONS BETWEEN PARENTS AND THE KINDERGARTEN TEACHER SHOULD BE ONGOING AND FREQUENT. COMMUNICATIONS SHOULD NOT BE LIMITED TO THE ISSUING OF PERIODIC WRITTEN REPORTS OR FORMALLY SCHEDULED PARENT-TEACHER "REPORTING" CONFERENCES. A WIDE VARIETY OF TYPES OF CONTACTS, COMMUNICATIONS, AND PARENT PARTICIPATION SHOULD BE ENCOURAGED (64).

- WHERE WRITTEN REPORTS ARE USED, THEY SHOULD BE ANECDOTAL AND SHOULD BE USED IN CONJUNCTION WITH PARENT-TEACHER CONFERENCES (65).

DIVERSITY

ENTRY AGE

The entry age for most kindergartens in Manitoba is five years on or before November 1st to December 31st. Nearly half of schools make exceptions to the age requirement for children with special needs.

RECOMMENDATIONS

- MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD INVESTIGATE THE ISSUE OF KINDERGARTEN ENTRANCE TO ESTABLISH CONSISTENT, YET FLEXIBLE, ADMISSION PROCEDURES THROUGHOUT THE PROVINCE (66).

PRE-KINDERGARTENS

Pre-kindergarten programs were located in 27% of schools. Most were funded by the school divisions.

RECOMMENDATIONS

- MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD INVESTIGATE PRE-KINDERGARTEN PROGRAMS IN TERMS OF STAFFING, FUNDING, AND PROGRAMMING NEEDS. THIS INVESTIGATION SHOULD INVOLVE COMMUNITY SERVICES, HEALTH, AND EDUCATION PERSONNEL (67).

CHILD CARE SERVICES

Nearly two-thirds of kindergartens had one or more children that attended child-care programs. Three-quarters of programs with no children in child care were located in rural areas.

Usually classrooms contained one to three children that attended child care.

About two-thirds of teachers with children in child care had been in contact with child-care personnel over the year to discuss programming, or the personal or emotional needs of particular children. Teachers reported no difficulties in coordinating the services of the kindergarten with child-care services.

RECOMMENDATIONS

- COMMUNICATIONS BETWEEN KINDERGARTEN TEACHERS AND CHILD-CARE PERSONNEL SHOULD BE ENCOURAGED (68).

LANGUAGE

In about a third of English language programs, all children's first language was English. In two-thirds there were some children (usually one or two), whose first language was not English. The most common other languages were Native languages, Vietnamese, Pilipino, and German.

Sixteen percent of English language programs provided instruction in French, and 5% provided instruction in a Native language. This instruction was usually short, occupying less than 15 minutes per day.

A third of English language programs had at least one child who spoke little or no English on entry. In most of these classrooms, there were "one to three" non-English speaking children. In most cases English language development was provided to non-English speaking children entirely by the kindergarten teacher. In a few kindergartens, children received ESL instruction for 15 to 30 minutes per day from an ESL or resource teacher.

RECOMMENDATIONS

- WHEN CHILDREN RECEIVE ASSISTANCE FROM AN ESL OR RESOURCE TEACHER, THIS SHOULD OCCUR WITHIN THE KINDERGARTEN CLASSROOM WHERE LANGUAGE DEVELOPMENT CAN BE STIMULATED BY A RICH ENVIRONMENT. CHILDREN SHOULD NOT BE REMOVED FROM THE CLASSROOM TO RECEIVE SPECIAL ASSISTANCE (69).

- SCHOOL DIVISIONS SHOULD UNDERTAKE PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF LANGUAGE ACQUISITION AND DEVELOPMENT AS WELL AS IN THE AREA OF THE SIGNIFICANCE OF LANGUAGE IN A CHILD'S DEVELOPMENT (70).

CULTURAL AND SOCIAL DIVERSITY

In general, the activities, materials, and room decorations that were observed in Manitoba kindergartens did not reflect diversity.

The majority of teachers believe that it is important for activities and materials to reflect cultural groups that are represented in the classroom, cultural groups in general, diverse family situations, different physical and mental capacities, and non-discriminatory sex roles. Less than half of teachers believe that it is important for materials and activities to reflect diverse religious groups or diverse economic/social classes.

Although teachers attach importance to reflecting various types of diversity, only half said they attempt to do this. In kindergartens where teachers do attempt to reflect diversity through activities and materials, they do this infrequently, usually monthly or less than monthly.

RECOMMENDATIONS

- SCHOOL DIVISIONS SHOULD UNDERTAKE PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF CULTURAL AND SOCIAL DIVERSITY (71).

SPECIAL NEEDS

Seventy-one percent of Manitoba kindergarten teachers reported they had children with special needs that required special programming or assistance. The average number of children per classroom was two.

The most common type of need reported by teachers was speech or speech therapy. Forty-one percent of classrooms had children with this type of need. In two-thirds of these classrooms, children received regular assistance from speech therapists or speech pathologists. In the remaining one-third, programming was provided entirely by the kindergarten teacher, with the advice of speech therapists.

Twelve percent of kindergartens had children with "language" and "resource" needs. In most instances, these children spent 15 to 30 minutes per day with resource teachers.

Sixteen percent of kindergartens had children with "mental, physical, or multiple" needs for which a "special needs" aide was provided.

Twenty-two percent of kindergarten teachers reported they had children with a variety of other special needs. About half of these had the services of a paraprofessional, although the paraprofessional was assigned to the kindergarten on the basis of class size rather than the special needs of the children. Programming for these children was provided entirely by the kindergarten teacher with advice from a variety of specialists and consultants.

The most frequent types of support personnel assisting kindergarten teachers were speech therapists and pathologists, hearing specialists, resource teachers, and psychologists. Most contacts with these support personnel were to discuss the progress of children and to receive help with programming.

The majority of teachers reported receiving enough help with special needs from Manitoba Education, other departments and agencies, school divisions, parents, and volunteers and volunteer agencies. About a quarter of teachers would like more help from Manitoba Education, other departments and agencies, and volunteers or volunteer agencies. Teachers suggested a variety of ways in which assistance from support personnel could be improved. The most common suggestion was that support personnel spend more time working directly with children.

RECOMMENDATIONS

- A TEAM APPROACH INVOLVING TEACHERS, PARENTS, AND RESOURCE SUPPORT PERSONNEL SHOULD BE USED TO PLAN PROGRAMMING BASED ON CHILDREN'S NEEDS (72).

- RESOURCE AND SUPPORT PERSONNEL SHOULD SPEND MORE TIME WORKING DIRECTLY WITH CHILDREN WITHIN THE CLASSROOM (73).

STAFFING

KINDERGARTEN TEACHERS

At the time of the assessment, about two-thirds of kindergarten teachers were teaching kindergarten only; one-third were also teaching other grade levels or subject areas.

Nearly half of teachers held a Bachelor of Education degree or a Bachelor of Education plus a second degree; a quarter held another Bachelor's degree plus a teaching certificate; and a quarter held no degree.

The majority of teachers (82%) received all or part of their university training in Manitoba.

About a third of teachers said they were "very well" prepared to teach kindergarten by their university training; a third were "adequately" prepared; and a third were "not at all" prepared.

Sixteen percent of teachers had received no university training in early childhood, and another 16% had completed only one or two courses.

On average, kindergarten teachers had 14.5 years of teaching experience, and 8.3 years of experience teaching in the kindergarten. Most (72%) had taught grade levels other than kindergarten.

Most teachers have received in-service training in early childhood, particularly in the areas of language development, math, and art. Three-quarters of teachers identified areas in which they would like additional training, the most frequent being language development, assessment and evaluation, and special needs.

RECOMMENDATIONS

- CONSIDERING THAT ONE-THIRD OF TEACHERS FELT INADEQUATELY PREPARED BY THEIR UNIVERSITY TRAINING TO TEACH KINDERGARTEN, MANITOBA EDUCATION SHOULD COLLABORATE WITH FACULTIES OF EDUCATION AT MANITOBA UNIVERSITIES TO EXPAND THE EARLY CHILDHOOD PROGRAM (74).

- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO HIRE TEACHERS WITH EARLY CHILDHOOD TRAINING (75).

- SCHOOL DIVISIONS SHOULD PROVIDE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT IN THE AREA OF EARLY CHILDHOOD EDUCATION (76).

SPECIALIST TEACHERS

The majority of kindergartens (82%) have the services of one or more specialist teachers, the most common being physical education teachers (51%), librarians (43%), and music teachers (35%).

RECOMMENDATIONS

- SPECIALIST TEACHERS SHOULD PARTICIPATE IN THE EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT ACTIVITIES PROVIDED BY THE SCHOOL DIVISIONS AND MANITOBA EDUCATION (77).

PARAPROFESSIONALS

Nearly half the kindergartens had the services of a paraprofessional: full-time in 27% and part-time in 20%.

The main reasons for employing paraprofessionals are class size and special needs. Three-quarters of those classes having 25 or more students had the services of a paraprofessional.

The most frequent activities of paraprofessionals are assisting small groups with arts and crafts and supervising or playing with children during free play periods.

Teachers who are assisted by paraprofessionals placed a high value on their services. Eighty-nine percent said the aide is absolutely essential. In comparison, only 21% of teachers without aides said an aide is absolutely essential in order to run the program the way it should be run.

Slightly more than half of teachers (51%) said they did not think paraprofessionals were sufficiently trained in early childhood education. Most often these teachers suggested paraprofessionals should receive training in child development.

RECOMMENDATIONS

- THE PRACTICE OF PROVIDING PARAPROFESSIONALS FOR LARGE CLASSES RATHER THAN DIVIDING THE CLASS INTO TWO SHOULD BE CAREFULLY MONITORED BY SCHOOL DIVISIONS AND MANITOBA EDUCATION. PARAPROFESSIONALS SHOULD NOT BE USED TO JUSTIFY LARGE CLASS SIZES (78).

- PARAPROFESSIONALS SHOULD PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF EARLY CHILDHOOD EDUCATION (79).

- MANITOBA EDUCATION SHOULD COLLABORATE WITH COLLEGES TO INVESTIGATE THE FEASIBILITY OF AN EARLY CHILDHOOD PARAPROFESSIONAL CERTIFICATE PROGRAM (80).

- TEACHERS SHOULD RECEIVE PROFESSIONAL DEVELOPMENT TRAINING IN HOW TO WORK WITH PARAPROFESSIONALS (81).

- MANITOBA EDUCATION, SCHOOL DIVISIONS, AND THE MANITOBA TEACHERS' SOCIETY SHOULD COLLABORATE TO ESTABLISH GUIDELINES ON WHAT PARAPROFESSIONALS SHOULD BE DOING IN THE KINDERGARTEN CLASSROOM (82).

ADULT VOLUNTEERS

A third of kindergartens have frequent adult volunteer involvement (weekly or more often); two thirds have occasional or no involvement.

In about two-thirds of kindergartens, the parents (or other adult family members) of some children have been involved, at least occasionally. Usually only a few parents are involved (10-20%). In a few kindergartens, parents of more than half the children have been involved.

The most common activity of adult volunteers is assisting small groups with arts and crafts activities.

RECOMMENDATIONS

- THE USE OF ADULT VOLUNTEERS SHOULD BE ENCOURAGED, NOT ONLY TO ASSIST THE TEACHER, BUT ALSO TO ENHANCE COMMUNICATION BETWEEN THE HOME AND THE SCHOOL (83).

STUDENT VOLUNTEERS

Student volunteers are involved in 59% of kindergartens. Most frequently, involvement comes from other elementary students who supervise kindergarten children at recess and before school, or provide housekeeping or clerical assistance for the kindergarten teacher.

RECOMMENDATIONS

- CARE SHOULD BE TAKEN TO ENSURE THAT STUDENT VOLUNTEERS PERFORM ACTIVITIES THAT ARE APPROPRIATE FOR THEIR AGE LEVEL. THESE MIGHT INCLUDE HOUSEKEEPING, CLERICAL WORK, PLAYING WITH CHILDREN, HELPING WITH COATS AND BOOTS, AND ASSISTING WITH TASKS UNDER THE SUPERVISION OF THE TEACHER. STUDENT VOLUNTEERS SHOULD NOT BE RESPONSIBLE FOR SUPERVISING KINDERGARTEN CHILDREN (84).

ADMINISTRATION

ENTRY SYSTEM

Nearly two-thirds of kindergartens used a staggered entry system in 1984-85. Most of these introductory periods (66%) were short, lasting less than a week. Teachers and principals who used a staggered system reported that it worked well and that they will use it again next year.

RECOMMENDATIONS

- THE GRADUAL ENTRANCE OF KINDERGARTEN CHILDREN SHOULD BE ENCOURAGED. SCHOOL DIVISIONS SHOULD INVESTIGATE ALTERNATIVE MODELS OF GRADUAL ENTRANCE (85).

LUNCH PERIOD

In most all-day kindergartens, children remain at the school for lunch. Activities over the lunch period most often consist of free play, either indoors or, weather permitting, outdoors. Supervision is most commonly done by the kindergarten teacher, sometimes with the assistance of paraprofessionals or student volunteers.

ADMINISTRATION

In the majority of kindergartens, principals make no special administrative arrangements for the kindergarten in the areas of washrooms, gymnasiums, music rooms, libraries, and maintenance services. Between a third and a half of principals see administration of the kindergarten as requiring special arrangements in the following areas: playground, equipment, use of paraprofessionals, use of volunteers, and transportation.

POSITION OF KINDERGARTEN WITHIN SCHOOL

Most principals (71%) see the kindergarten as different from the rest of the school; 49% view it as somewhat special; and 22% find it quite different. Kindergartens are seen as being less structured, less academic, and as having somewhat different goals. Principals cited social development as a main purpose of kindergartens, followed by orientation to school, and academic readiness.

CHOICE OF KINDERGARTEN TEACHER

When choosing a kindergarten teacher, three-quarters of principals seek someone who is warm, loving, patient, and open. About half of principals look for someone with training and knowledge of early childhood.

Most principals (80%) would apply the same criteria when choosing a teacher for the other early grades.

PARTICIPATION IN SCHOOL LIFE

All kindergartens are invited to participate in school and school-community events, usually at the discretion of the kindergarten teacher. In most cases, the kindergarten does participate.

RECOMMENDATIONS

- THE KINDERGARTEN SHOULD BE VIEWED AS AN INTEGRAL PART OF THE EARLY SCHOOL YEARS AND SHOULD PARTICIPATE IN SCHOOL AND SCHOOL-COMMUNITY EVENTS (86).

COMMUNICATIONS

Most kindergarten teachers (82%) attend staff meetings monthly or more often to discuss general concerns, discipline, school rules and routines, and special programs and events.

Meetings with the principal are held as the need arises in most schools (78%), mainly to discuss specific children or specific concerns. The extent to which teachers attend school team meetings varies widely: 12%

never attend, 14% attend monthly or more, and 39% attend as the need arises. Eighteen percent attend. The main purpose of these meetings is to discuss regular programming and curriculum.

Between-school meetings are attended by about two-thirds of teachers, although most do not attend on a regularly scheduled basis. Forty-one percent attend these as the need arises, 18% attend once or twice a year, 12% attend monthly or more often, and 29% never attend.

Less than half of kindergartens (41%) have a kindergarten association or committee in their area. These associations are more common in urban areas than rural areas.

RECOMMENDATIONS

- KINDERGARTEN TEACHERS SHOULD BE CONSIDERED PART OF THE EARLY SCHOOL YEARS TEAM AND SHOULD ATTEND REGULAR TEAM MEETINGS (87).

- SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO ESTABLISH KINDERGARTEN AND/OR EARLY SCHOOL YEARS SUPPORT GROUPS (88).

PROFESSIONAL DEVELOPMENT

All kindergarten teachers are encouraged by their principals to engage in professional development activities, the most frequent being workshops and courses. About two-thirds of principals also encourage personal readings and research, attendance at congresses or conferences, and teacher exchanges or visits. A third encourage study leaves or sabbaticals.

Most school divisions provide some professional development days. These range from two to eleven.

RECOMMENDATIONS

- SCHOOL DIVISIONS SHOULD CONTINUE TO SUPPORT THE PROFESSIONAL DEVELOPMENT OF KINDERGARTEN TEACHERS, IN COOPERATION WITH MANITOBA EDUCATION AND THE MANITOBA TEACHERS' SOCIETY (89).

- SCHOOL ADMINISTRATORS SHOULD PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES PROVIDED BY SCHOOL DIVISIONS AND MANITOBA EDUCATION IN THE AREA OF EARLY CHILDHOOD EDUCATION (90).

APPENDIX

RECOMMENDATIONS - CHAPTER 2

These recommendations are grouped according to the chapter in which they appear in the General Report.

1. THE PROVISION OF DOUBLE CLASSROOMS FOR KINDERGARTEN AREAS SHOULD BE ENCOURAGED AS ONE WAY OF PROVIDING ADEQUATE SPACE IN EXISTING FACILITIES.

2. NEW FACILITIES SHOULD BE AT LEAST 95 SQUARE METRES, EXCLUDING STORAGE SPACE, REGARDLESS OF ENROLLMENT.

3. KINDERGARTEN ROOMS SHOULD ALLOW FOR A VARIETY OF ACTIVITY CENTRES.

4. KINDERGARTEN ROOMS SHOULD HAVE BOTH TILED AREAS AND CARPETED AREAS. AN ACCEPTABLE RATIO OF TILE TO CARPETED AREA WOULD BE APPROXIMATELY 50:50.

5. THE MAJOR EMPHASIS IN ROOM DECORATIONS SHOULD BE ON CHILDREN'S WORK RATHER THAN COMMERCIAL OR TEACHER'S WORK.

6. IN THE PLANNING OF NEW FACILITIES, BATHROOMS SHOULD BE LOCATED WITHIN THE KINDERGARTEN AREA.

7. IN THE PLANNING OF NEW FACILITIES, THERE SHOULD BE A SEPARATE OUTSIDE ENTRANCE FOR KINDERGARTEN STUDENTS, LOCATED NEAR THE OUTDOOR RECREATIONAL AREA.

8. DOOR HANDLES SHOULD BE AT CHILDREN'S LEVEL AND DOORS SHOULD BE EASILY OPENED BY CHILDREN. IN EXISTING FACILITIES, THE SAFETY AND READY ACCESSIBILITY OF DOORS SHOULD BE EXAMINED AND, IF REQUIRED, THE NECESSARY ALTERATIONS MADE.

9. KINDERGARTEN TEACHERS SHOULD HAVE ACCESS TO THE SPECIAL FACILITIES OF THE SCHOOL, SUCH AS THE GYMNASIUM, MUSIC ROOM, OR LIBRARY, AND THE SAME OPPORTUNITY AS OTHER TEACHERS TO USE THEM.

10. THERE SHOULD BE AN OUTDOOR PLAYGROUND AREA LOCATED NEAR THE KINDERGARTEN.

11. THE PLAYGROUND SHOULD BE EQUIPPED WITH FIXED AND MOBILE OUTDOOR RECREATIONAL EQUIPMENT THAT IS SAFE AND APPROPRIATE FOR EARLY SCHOOL YEARS CHILDREN.

12. KINDERGARTENS SHOULD HAVE BOTH FIXED AND MOVEABLE BULLETIN BOARD SPACE AT CHILDREN'S HEIGHT. THERE SHOULD BE ENOUGH BULLETIN BOARDS TO ALLOW TEACHERS TO DISPLAY SOME OF EACH CHILD'S WORK AT ALL TIMES.

13. THERE SHOULD BE MORE FIXED BULLETIN BOARDS THAN CHALKBOARDS.

14. KINDERGARTENS SHOULD HAVE AT LEAST FOUR CONVENIENTLY LOCATED DOUBLE ELECTRICAL OUTLETS IN EACH CLASSROOM.

15. KINDERGARTENS SHOULD HAVE SUFFICIENT DIVIDERS, AT CHILDREN'S HEIGHT, TO PROVIDE FLEXIBILITY IN THE USE OF SPACE AS WELL AS THE DESIGNATION OF AREAS FOR ACTIVITY CENTRES. (THIS CAN INCLUDE PORTABLE DIVIDERS, MOVEABLE CHALKBOARDS, OR MOVEABLE BULLETIN BOARDS.)

16. STORAGE FACILITIES SUCH AS SHELVING, MOVEABLE STORAGE CARTS, AND STORAGE ROOMS SHOULD BE A PRIORITY IN ORDER TO ACCOMMODATE THE VARIETY OF MATERIALS AND EQUIPMENT REQUIRED BY A KINDERGARTEN CLASS.

17. A STORAGE ROOM SHOULD BE LOCATED ADJACENT TO THE KINDERGARTEN ROOM TO ACCOMMODATE MATERIALS AND EQUIPMENT THAT ARE USED ON A ROTATING BASIS.

18. THERE SHOULD BE AN AREA IN OR NEAR THE CLASSROOM IN WHICH EACH CHILD HAS ROOM FOR PERSONAL BELONGINGS. HOOKS ARE PREFERABLE TO HANGERS.

19. IN FURNISHING KINDERGARTENS, TABLES AND CHAIRS SHOULD BE USED RATHER THAN DESKS.

20. DESIGNATED SEATING ARRANGEMENTS SHOULD NOT BE USED IN THE KINDERGARTEN.

21. KINDERGARTENS SHOULD HAVE ACCESS TO STOVES AND REFRIGERATORS.

22. STOVES SHOULD BE LOCATED IN AN AREA IN WHICH THERE IS AMPLE ROOM FOR ALL CHILDREN TO PARTICIPATE IN COOKING EXPERIENCES.

23. KINDERGARTEN CLASSROOMS SHOULD BE EQUIPPED WITH A WIDE VARIETY OF EQUIPMENT AND MATERIALS.

24. SCHOOL DIVISIONS AND MANITOBA EDUCATION, IN COLLABORATION, SHOULD DEVELOP A LIST OF BASIC EQUIPMENT AND MATERIALS FOR THE KINDERGARTEN.

25. FUNDING FOR KINDERGARTENS SHOULD BE REVIEWED BY MANITOBA EDUCATION AND SCHOOL DIVISIONS TO ENSURE THAT KINDERGARTENS ARE ALLOCATED FUNDS FOR MATERIALS AND EQUIPMENT IN ACCORDANCE WITH THE BASIC NEEDS OF KINDERGARTEN CLASSES.

26. THERE SHOULD BE CONSULTATION AND COOPERATION BETWEEN THE KINDERGARTEN TEACHER AND PHYSICAL EDUCATION AND MUSIC TEACHERS TO ENSURE THAT PHYSICAL EDUCATION AND MUSIC EQUIPMENT ARE APPROPRIATE FOR THE KINDERGARTEN.

RECOMMENDATIONS - CHAPTER 3

27. MANITOBA OF EDUCATION AND SCHOOL DIVISIONS SHOULD STUDY OPTIMAL ENROLLMENT FOR KINDERGARTEN CLASSES AND SHOULD DEVELOP A POLICY ON THIS ISSUE.

28. REGARDLESS OF WHETHER CHILDREN ATTEND A HALF-DAY EVERY DAY KINDERGARTEN, OR A FULL-DAY ALTERNATE DAY KINDERGARTEN, PROGRAMMING SHOULD BE BASED ON CHILDREN'S DEVELOPMENTAL NEEDS.

29. THE EMPHASIS IN PLANNING SHOULD BE ON CREATING A STIMULATING LEARNING ENVIRONMENT TO MEET THE NEEDS OF EACH CHILD. PLANS SHOULD BE FLEXIBLE AND PERMIT THE TEACHER TO RESPOND TO UNSCHEDULED INTERVENTIONS BASED ON THE IMMEDIATE OBSERVATIONS OF CHILDREN'S DEVELOPMENT AND LEARNING NEEDS. CONFINING, TIME-ALLOCATED "LESSON" PLANS SHOULD BE AVOIDED.

30. IN KINDERGARTENS WHERE SPACE IS A PROBLEM, TEACHERS SHOULD BE ENCOURAGED TO ROTATE CENTRES AND TO MONITOR THESE CAREFULLY TO ENSURE THAT THEY ARE WELL STOCKED AND REPAIRED.

31. TEACHERS SHOULD BECOME FAMILIAR ENOUGH WITH THE SOURCEBOOK AND CURRICULUM GUIDES THAT THEY CAN USE THEM AS A BASIS FOR ESTABLISHING ACTIVITY-BASED LEARNING.

32. TO MAXIMIZE THE USE OF THE SOURCEBOOK AND GUIDES, PROFESSIONAL DEVELOPMENT ACTIVITIES SHOULD BE HELD AT THE DIVISIONAL LEVEL.

33. THE USE OF THEMES SHOULD BE BROADENED TO PLACE LESS EMPHASIS ON SEASONAL ITEMS AND HOLIDAYS AND WHAT THE TEACHER BELIEVES THE CHILDREN WILL FIND INTERESTING, AND MORE EMPHASIS ON THEMES WHICH INTEGRATE MATERIAL FROM ALL AREAS OF THE CURRICULA AS SUGGESTED IN THE CURRICULUM GUIDES.

34. SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE USE OF THEMES.

35. IN HALF-DAY KINDERGARTENS THERE SHOULD BE A MINIMUM OF ONE HOUR OF UNINTERRUPTED FREE-CHOICE PLAY. KINDERGARTEN CHILDREN LEARN BEST THROUGH PLAY AND MUST BE GIVEN ADEQUATE TIME TO PURSUE SELF-INITIATED ACTIVITIES.

36. SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES IN THE USE OF PLAY.

RECOMMENDATIONS - CHAPTER 4

37. KINDERGARTENS SHOULD SPEND LESS TIME ON WHOLE-GROUP ORAL LANGUAGE ACTIVITIES AND WHOLE-GROUP INSTRUCTION SINCE CHILDREN DEVELOP ORAL LANGUAGE BEST IN SITUATIONS THAT ARE MEANINGFUL TO THEM AND NOT IN TEACHER-DIRECTED, WHOLE-GROUP SITUATIONS.

38. MOST WHOLE-GROUP TIME SHOULD BE SPENT ON THE FOLLOWING TYPES OF ACTIVITIES: PHYSICAL ACTIVITIES (GYMNASIUM, MOVEMENT AND DANCE, GAMES, OUTDOOR SESSIONS), MUSIC AND SINGING, READING STORIES, FILMS, LIBRARY VISITS, AND PLANNING TIME.

39. ALTHOUGH THERE ARE SOME SITUATIONS THAT ARE AMENABLE TO PART-GROUP SESSIONS, IN GENERAL PART GROUPS SHOULD BE AVOIDED AS A WAY OF ORGANIZING THE CLASS FOR LARGE PORTIONS OF THE DAY.

40. WHERE USED, PART GROUPS (SMALL GROUPS) SHOULD BE LOOSELY FORMED AND READILY CHANGED. PERMANENT OR LONG-LASTING ABILITY GROUPS SHOULD BE AVOIDED.

41. BASIC ACTIVITIES. THE FOLLOWING BASIC ACTIVITIES SHOULD BE PROVIDED IN ALL KINDERGARTENS FOR THE FULL TEN MONTHS OF THE YEAR.

    1. PLAY WITH BLOCKS AND LARGE MANIPULATIVES
    2. DRAMATIC PLAY (HOUSE, COMMUNITY, DRESS-UP, RESTAURANT, ETC.)
    3. SANDPLAY
    4. WATERPLAY
    5. LISTENING/LIBRARY
    6. EXPLORATION AND DISCOVERY (MATH/SCIENCE)
    7. ART CONSTRUCTION
    8. USE OF SMALL MANIPULATIVES, GAMES, PUZZLES
    9. WOODWORKING/CARPENTRY/CONSTRUCTION
    10. SPECIAL INTEREST

42. DRAMATIC PLAY. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF OTHER TYPES OF ROLE PLAYING SITUATIONS, IN ADDITION TO PLAYHOUSES. FOR EXAMPLE, STORES, SHOPS, AND SERVICES SUCH AS HOSPITALS SHOULD BE SET UP IN CONJUNCTION WITH, OR OCCUR IN AS SUBSTITUTES FOR, PLAYHOUSES.

43. OTHER CENTRES. IN ADDITION TO THE TEN CENTRES SPECIFIED ABOVE, OTHER CENTRES INCORPORATING SUCH ACTIVITIES AS COOKING, USE OF COMPUTERS, OR PHYSICAL ACTIVITIES SHOULD BE ADDED TEMPORARILY, OR PERMANENTLY, DEPENDING ON AVAILABLE SPACE AND EQUIPMENT, AND THE PARTICULAR NEEDS OF THE CHILDREN.

44. COOKING AND FOOD PREPARATION. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF COOKING AND FOOD PREPARATION ACTIVITIES.

45. PAPER AND PENCIL MATERIALS. THE USE OF STENCILED WORKSHEETS AND WORKBOOKS SHOULD BE DISCOURAGED IN KINDERGARTENS. THESE ARE INAPPROPRIATE FOR BOTH HALF-DAY AND FULL-DAY KINDERGARTENS.

46. CREATIVE WRITING CENTRES. THESE PERMIT CHILDREN TO CREATE AND WRITE THEIR OWN STORIES AND SHOULD BE ENCOURAGED. PAPER AND A VARIETY OF WRITING INSTRUMENTS (PENCILS, MARKERS) SHOULD BE AVAILABLE FOR CHILDREN WHO CHOOSE TO WRITE OR DICTATE STORIES.

47. PUPPETS. KINDERGARTENS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF PUPPETS AND PUPPET THEATRES.

48. ARTS AND CRAFTS. ART ACTIVITIES SHOULD BE MORE OPEN-ENDED, ALLOWING CHILDREN TO EXERCISE CREATIVITY AND SPONTANEITY.

49. ALL CENTRES SHOULD BE EQUIPPED WITH A VARIETY OF MATERIALS AND EQUIPMENT, FROM SIMPLE TO COMPLEX.

50. THE CONTINUED USE OF FIELD TRIPS AND OUTINGS IS RECOMMENDED.

RECOMMENDATIONS - CHAPTER 5

51. KINDERGARTEN ACTIVITIES SHOULD MAXIMIZE OPPORTUNITIES FOR ORAL LANGUAGE DEVELOPMENT.

52. DURING PLAY-ACTIVITY SESSIONS TEACHERS SHOULD JOIN INTO THE ACTIVITIES OF INDIVIDUALS OR SMALL GROUPS AS THIS INCREASES THE OPPORTUNITIES FOR ORAL LANGUAGE DEVELOPMENT.

53. IF TEACHERS WISH TO INCREASE OPPORTUNITIES FOR CREATIVITY AND INITIATIVE, PRODUCT-ORIENTED ART, WORKSHEET ACTIVITIES, AND WHOLE-GROUP LESSONS SHOULD BE DISCOURAGED.

54. GROUP SESSIONS. BOTH WHOLE-GROUP AND PART-GROUP SESSIONS SHOULD ALLOW CHILDREN SOME CHOICES.

55. PLAY ACTIVITIES. DURING PLAY-ACTIVITY SESSIONS, TEACHERS SHOULD MAXIMIZE OPPORTUNITIES FOR CHILDREN TO CHOOSE FREELY FROM A WIDE VARIETY OF ACTIVITIES, EQUIPMENT, AND MATERIALS.

56. PLANNING. PLANNING SESSIONS SHOULD NOT BE USED TO RESTRICT THE CHOICES OF CHILDREN, BUT RATHER TO ENABLE CHILDREN TO LEARN TO SET PRIORITIES AND MAKE CHOICES.

57. MOVEMENT. DURING ACTIVITY SESSIONS, CHILDREN SHOULD GENERALLY BE ALLOWED TO MOVE FREELY FROM ONE ACTIVITY TO ANOTHER.

58. CLEAN-UP. CHILDREN SHOULD BE ENCOURAGED TO PARTICIPATE IN CLEAN-UP, WHETHER IT OCCURS AT THE END OF AN ACTIVITY OR AT THE END OF PLAY TIME. THIS SHOULD BE A POSITIVE EXPERIENCE FOR BOTH THE CHILDREN AND THE TEACHER.

59. RECORD KEEPING. THE PRIMARY PURPOSE FOR OBSERVATION AND RECORD KEEPING SHOULD BE TO PLAN PROGRAMMING BASED ON CHILDREN'S NEEDS. IT IS RECOMMENDED THAT SCHOOL DIVISIONS EXPAND THE OPPORTUNITY FOR TEACHERS TO DEVELOP OBSERVATION AND RECORD-KEEPING SKILLS THROUGH PROFESSIONAL DEVELOPMENT ACTIVITIES.

RECOMMENDATIONS - CHAPTER 6

60. SCHOOL DIVISIONS SHOULD PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS TO BECOME SKILLED IN A WIDE RANGE OF ASSESSMENT TECHNIQUES THAT ARE BASED ON A SOUND KNOWLEDGE OF CHILD DEVELOPMENT.

61. THE PURPOSE OF ASSESSMENT SHOULD BE TO PLAN PROGRAMMING THAT IS BASED ON CHILDREN'S NEEDS.

62. IF FORMAL (COMMERCIAL) TESTS ARE TO BE USED IN KINDERGARTENS, THE KINDERGARTEN TEACHER SHOULD BE INVOLVED IN THE DECISION-MAKING PROCESS AT BOTH THE SCHOOL AND DIVISIONAL LEVELS.

63. PLACEMENT DECISIONS SHOULD NOT BE BASED SOLELY ON THE RESULTS OF FORMAL TESTS. A TEAM APPROACH TO PLACEMENT DECISIONS USING A VARIETY OF ASSESSMENT TECHNIQUES IS RECOMMENDED.

64. COMMUNICATIONS BETWEEN PARENTS AND THE KINDERGARTEN TEACHER SHOULD BE ONGOING AND FREQUENT. COMMUNICATIONS SHOULD NOT BE LIMITED TO THE ISSUING OF PERIODIC, WRITTEN REPORTS OR FORMALLY SCHEDULED PARENT-TEACHER "REPORTING" CONFERENCES. A WIDE VARIETY OF TYPES OF CONTACTS, COMMUNICATIONS, AND PARENT PARTICIPATION SHOULD BE ENCOURAGED.

65. WHERE WRITTEN REPORTS ARE USED, THEY SHOULD BE ANECDOTAL AND SHOULD BE USED IN CONJUNCTION WITH PARENT-TEACHER CONFERENCES.

RECOMMENDATIONS - CHAPTER 7

66. MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD INVESTIGATE THE ISSUE OF KINDERGARTEN ENTRANCE TO ESTABLISH CONSISTENT, YET FLEXIBLE, ADMISSION PROCEDURES THROUGHOUT THE PROVINCE.

67. MANITOBA EDUCATION AND SCHOOL DIVISIONS SHOULD INVESTIGATE PRE-KINDERGARTEN PROGRAMS IN TERMS OF STAFFING, FUNDING, AND PROGRAMMING NEEDS. THIS INVESTIGATION SHOULD INVOLVE COMMUNITY SERVICES, HEALTH, AND EDUCATION PERSONNEL.

68. COMMUNICATIONS BETWEEN KINDERGARTEN TEACHERS AND CHILD-CARE PERSONNEL SHOULD BE ENCOURAGED.

69. WHEN CHILDREN RECEIVE ASSISTANCE FROM AN ESL OR RESOURCE TEACHER, THIS SHOULD OCCUR WITHIN THE KINDERGARTEN CLASSROOM WHERE LANGUAGE DEVELOPMENT CAN BE STIMULATED BY A RICH ENVIRONMENT. CHILDREN SHOULD NOT BE REMOVED FROM THE CLASSROOM TO RECEIVE SPECIAL ASSISTANCE.

70. SCHOOL DIVISIONS SHOULD UNDERTAKE PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF LANGUAGE ACQUISITION AND DEVELOPMENT AS WELL AS IN THE AREA OF THE SIGNIFICANCE OF LANGUAGE IN A CHILD'S DEVELOPMENT.

71. SCHOOL DIVISIONS SHOULD UNDERTAKE PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF CULTURAL AND SOCIAL DIVERSITY.

72. A TEAM APPROACH INVOLVING TEACHERS, PARENTS, AND RESOURCE SUPPORT PERSONNEL SHOULD BE USED TO PLAN PROGRAMMING BASED ON CHILDREN'S NEEDS.

73. RESOURCE AND SUPPORT PERSONNEL SHOULD SPEND MORE TIME WORKING DIRECTLY WITH CHILDREN WITHIN THE CLASSROOM.

RECOMMENDATIONS - CHAPTER 8

74. CONSIDERING THAT ONE-THIRD OF TEACHERS FELT INADEQUATELY PREPARED BY THEIR UNIVERSITY TRAINING TO TEACH KINDERGARTEN, MANITOBA EDUCATION SHOULD COLLABORATE WITH FACULTIES OF EDUCATION AT MANITOBA UNIVERSITIES TO EXPAND THE EARLY CHILDHOOD PROGRAM.

75. SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO HIRE TEACHERS WITH EARLY CHILDHOOD TRAINING.

76. SCHOOL DIVISIONS SHOULD PROVIDE OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT IN THE AREA OF EARLY CHILDHOOD EDUCATION.

77. SPECIALIST TEACHERS SHOULD PARTICIPATE IN THE EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT ACTIVITIES PROVIDED BY THE SCHOOL DIVISIONS AND MANITOBA EDUCATION.

78. THE PRACTICE OF PROVIDING PARAPROFESSIONALS FOR LARGE CLASSES RATHER THAN DIVIDING THE CLASS INTO TWO SHOULD BE CAREFULLY MONITORED BY SCHOOL DIVISIONS AND MANITOBA EDUCATION.
PARAPROFESSIONALS SHOULD NOT BE USED TO JUSTIFY LARGE CLASS SIZES.

79. PARAPROFESSIONALS SHOULD PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE AREA OF EARLY CHILDHOOD EDUCATION.

80. MANITOBA EDUCATION SHOULD COLLABORATE WITH COLLEGES TO INVESTIGATE THE FEASIBILITY OF AN EARLY CHILDHOOD PARAPROFESSIONAL CERTIFICATE PROGRAM.

81. TEACHERS SHOULD RECEIVE PROFESSIONAL DEVELOPMENT TRAINING IN HOW TO WORK WITH PARAPROFESSIONALS.

82. MANITOBA EDUCATION, SCHOOL DIVISIONS, AND THE MANITOBA TEACHERS' SOCIETY SHOULD COLLABORATE TO ESTABLISH GUIDELINES ON WHAT PARAPROFESSIONALS SHOULD BE DOING IN THE KINDERGARTEN CLASSROOM.

83. THE USE OF ADULT VOLUNTEERS SHOULD BE ENCOURAGED, NOT ONLY TO ASSIST THE TEACHER, BUT ALSO TO ENHANCE COMMUNICATION BETWEEN THE HOME AND THE SCHOOL.

84. CARE SHOULD BE TAKEN TO ENSURE THAT STUDENT VOLUNTEERS PERFORM ACTIVITIES THAT ARE APPROPRIATE FOR THEIR AGE LEVEL. THESE MIGHT INCLUDE HOUSEKEEPING, CLERICAL WORK, PLAYING WITH CHILDREN, HELPING WITH COATS AND BOOTS, AND ASSISTING WITH TASKS UNDER THE SUPERVISION OF THE TEACHER. STUDENT VOLUNTEERS SHOULD NOT BE RESPONSIBLE FOR SUPERVISING KINDERGARTEN CHILDREN.

RECOMMENDATIONS - CHAPTER 9

85. THE GRADUAL ENTRANCE OF KINDERGARTEN CHILDREN SHOULD BE ENCOURAGED. SCHOOL DIVISIONS SHOULD INVESTIGATE ALTERNATIVE MODELS OF GRADUAL ENTRANCE.

86. THE KINDERGARTEN SHOULD BE VIEWED AS AN INTEGRAL PART OF THE EARLY SCHOOL YEARS AND SHOULD PARTICIPATE IN SCHOOL AND SCHOOL-COMMUNITY EVENTS.

87. KINDERGARTEN TEACHERS SHOULD BE CONSIDERED PART OF THE EARLY SCHOOL YEARS TEAM AND SHOULD ATTEND REGULAR TEAM MEETINGS.

88. SCHOOL DIVISIONS SHOULD BE ENCOURAGED TO ESTABLISH KINDERGARTEN AND/OR EARLY SCHOOL YEARS SUPPORT GROUPS.

89. SCHOOL DIVISIONS SHOULD CONTINUE TO SUPPORT THE PROFESSIONAL DEVELOPMENT OF KINDERGARTEN TEACHERS, IN COOPERATION WITH MANITOBA EDUCATION AND THE MANITOBA TEACHERS' SOCIETY.

90. SCHOOL ADMINISTRATORS SHOULD PARTICIPATE IN PROFESSIONAL DEVELOPMENT ACTIVITIES PROVIDED BY SCHOOL DIVISIONS AND MANITOBA EDUCATION IN THE AREA OF EARLY CHILDHOOD EDUCATION.